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ABSTRACT

This report describes the strategies, accomplishments, and outcomes of a project designed to identify intermediate level disadvantaged rural gifted children and develop curriculum practices appropriate for their use. Project objectives are outlined, along with evidence of their accomplishment. Findings of the project include: (1) the identification procedures that were developed significantly increased the number of disadvantaged rural gifted children being served; (2) project students performed significantly lower than traditionally identified gifted students on standardized intelligence, achievement, and verbal creativity tests both before and after the interventions; (3) project students did not differ from other students on nonverbal creativity tests, self-concept measures, or creative writing samples; (4) although educators support the principle of providing educational opportunities to disadvantaged children, they do not like the idea of using special selection procedures to identify children; and (5) regular classroom teachers are unlikely to provide curriculum modifications for integrated disadvantaged gifted students without assistance and reinforcement from a gifted education curriculum consultant. Lessons learned from implementing the project are reported. Appendixes contain demographic data for project school districts, representative case studies, a report of a telecommunications consultant, and a list of conference presentations made. (JDD)

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FINAL REPORT OF PROJECT SPRING

Indiana Site

SPECIAL POPULATIONS RESOURCE INFORMATION NETWORK for the GIFTED

Howard H. Spicker, Project Director

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PREFACE

This report is one of several products developed under the auspices of **Project SPRING (Special Populations Regional Information Network for the Gifted).**

Project SPRING operated within a three-state consortium which comprised Indiana, Illinois and Ohio. **Project SPRING** received funding through The Jacob Javits Gifted and Talented Students Education Act, United States Department of Education.

Developed for the express purposes of identifying and serving the needs of gifted and talented special populations, **Project SPRING** has worked with gifted and talented kindergarten through 3rd grade children who are economically disadvantaged or who have handicapping conditions at the Illinois site; rural gifted students from economically disadvantaged backgrounds in grades 4-6, in southern Indiana; and African American, Hispanic, Mexican American and economically disadvantaged students in urban junior and senior high school settings in Ohio.

The project accomplished the following goals:

1. Demonstrated instruments and procedures for identifying special populations of gifted students.

2. Demonstrated promising curricular practices for use with special populations of gifted students

3. Developed preservice and inservice training procedures for use by educational personnel to properly identify special populations of gifted students.

4. Developed preservice and inservice training materials and procedures to allow more effective educational programming for gifted students from special population.

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SUMMARY OF MAJOR OUTCOMES

PURPOSE:

The major charges of Project SPRING at the Indiana site were to develop procedures for identifying intermediate level elementary school disadvantaged rural gifted children and to develop and demonstrate curriculum practices appropriate for use with that population.

ACCOMPLISHMENTS:

1. Identified strengths and weaknesses that characterize rural disadvantaged gifted children;

2. developed procedures for identifying rural disadvantaged gifted children and prepared a manual with accompanying video tapes to train educators in the use of those identification procedures;

3. developed and demonstrated curriculum materials and practices appropriate for disadvantaged rural gifted students and prepared a manual and accompanying video tapes describing those curriculum practices.

FINDINGS:

The overall findings of the project based on quantitative measures were as follows:

1. The identification procedures developed for the project significantly increased the number of disadvantaged rural gifted children being served in the participating school districts.

2. SPRING students performed significantly lower than traditionally identified GT students on standardized intelligence, achievement and verbal creativity tests both before and after the SPRING interventions.

3. SPRING students did <u>not</u> differ significantly from traditional GT students on nonverbal creativity tests, self concept measures, or on writing samples evaluated for creative content either before or subsequent to SPRING intervention.

4. SPRING students seen as benefitting most from the program did not differ significantly from those seen as benefitting least on standardized aptitude or achievement test scores prior to or a the conclusion of the project.

5. Students seen as benefitting most had significantly higher self concept scores than those not benefitting prior to and at the conclusion of the project.

6. SPRING students were seen to benefit from the program when they came to show social and academic skills similar to those of more traditionally identified gifted students.

Among the many findings based on interviews and other qualitative measures the following appear to be the most salient;

1. Rural schools find the underlying philosophy of SPRING to be very attractive. They want to see some appreciation shown for the natural talents of students who come from disadvantaged environments and to have novel and interesting educational experiences provided to as many of their students as possible.

2. Although educators support the principle of providing educational opportunities to disadvantaged children, they do not like the idea of using special selection procedures to identify children.

3. Teachers in rural communities who hold to traditional urban/suburban, middle class standards of giftedness are less likely to view children who possess non traditional characteristics of giftedness as being gifted.

4. Regular classroom teacher are unlikely to make efforts to provide curriculum modifications for integrated disadvantaged gifted students without assistance and reinforcement from a GT curriculum consultant.

INDICATORS

A. PROJECT OBJECTIVES: Strategies, Accomplishments, and Evidence

Demographic Data of Participating School Districts

Project SPRING selected three rural school districts in southern Indiana where programs for gifted students were already in place to serve as demonstration sites. Of these three districts, two are extremely impoverished, and one is a mixture of lower to upper middle and professional class families. As is typical of most rural schools in the midwest, these three schools districts house predominately caucasian children.

The three districts represent an interesting array of economically disadvantaged rural school populations. One of the two extremely impoverished districts has five elementary buildings (K-6) separated by as much as thirty-two miles, with the disadvantaged student population ranging from 24.5% to 36%. The other has one large consolidated elementary building (950 students, K-6) with 30.5% of the student population economically disadvantaged. The third district is a mixture of lower to upper levels, with four rural elementary school buildings (K-6). Two of the four schools show a low incidence of disadvantaged students (10.9% and 13.4%) while two display relatively high percentages (19.6% and 25.3%).

Disadvantaged children in all three districts were extremely under represented in the existing gifted programs. As shown in Table 1, prior to Project SPRING, disadvantaged students in the 4th grade regular gifted and talented programs represented 5% of enrollments at Crawford County (1 out of 19), 7% at Paoli (1 out of 15), and none at Brown County where there was no gifted program for 4th graders.

Table 1: **4th Grade Baseline Data Disadvantaged Children in Participating School Districts**

	PAOLI	CRAWFORD CO.	BROWN CO.
% of Disadvantaged Students in 4th Grades	41%	36%	17%
% of Disadvantaged Students in regular gifted programs	7%	5%	There was no program for 4th graders prior to SPRING
	N = 1 of 15	N = 1 of 19	

OBJECTIVE 1:

To develop instruments and procedures that will identify economically disadvantaged gifted children from rural communitites.

STRATEGIES FOR ACCOMPLISHING OBJECTIVE 1

In order to increase gifted program opportunities for disadvantaged students several steps were taken:

1. Instruments and procedures used to screen and place gifted students in each school district were examined.

2. Non traditional instruments and procedures for locating rural disadvantaged gifted students who might benefit from gifted programming were piloted.

3. A list of characteristics that distinguished traditionally identified gifted children from those of SPRING identified children were developed. (See Table 2)

4. In-service training workshops to familiarize teachers with the characteristics that distinguish rural disadvantaged gifted children from advantaged gifted children were held.

Table 2

CHARACTERISTICS OF RURAL GIFTED STUDENTS

Advantaged Rural Gifted Students middle class children whose behaviors reflect the traditional values of the dominant culture	**Disadvantaged Rural Gifted Students** economically disadvantaged and/or geographically isolated children whose behaviors reflect traditional Anglo-Appalachian cultural values
1. Speak standard English	1. Speak a non-standard regional dialect
2. Are verbal and have good communication skills	2. Are less verbal in oral communication skills
3. Are active particpants in classroom activities	3. Tend to be passive participants in classroom activities
4. Perform tasks within time limitations	4. Are relatively unaffected by time pressures; work slowly but meticulously
5. Complete classroom assignments and homework	5. Are likely to be lax in completing assignments and homework
6. Perform well on standardized tests	6. Are not likely to perform well on standardized tests
7. Perform well in all subjects	7. May show exceptional ability in one subject and average to below average in others
8. Produce written work in proper grammatical form with good spelling and legible handwriting	8. Have written products that may be of high quality in content but of poor quality in grammatical form, spelling and handwriting
9. Demonstrate their strengths within the academic classroom	9. More likely to demonstrate their strengths outside the classroom, i.e., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts
10. Usu ally perform equally well on verbal and non-verbal tests.	10. Are likely to perform better on non-verbal than verbal tests.

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EVIDENCE OF GOAL ACCOMPLISHMENTS

As was shown in Table 1, disadvantaged children were significantly underserved in the two participating school districts that had offered gifted and talented programs for 4th graders when Project SPRING began. The identification procedures used by those programs were studied to determine the cause for this under representation.

Examination of the Crawford County identification procedures indicated that most of the bright, disadvantaged children in that district had surfaced on one or more of the screening instruments it used to form their pool of potential gifted and talented candidates. However, few were chosen for final placement in the program.

When one compares the detractor behaviors of rural disadvantaged gifted children to the more positive behaviors exhibited by advantaged gifted children (see Table 2), it becomes evident why the selection committee passed over most of their disadvantaged children when they made their final selections. To correct the underrepresentation problem in Crawford County, in-service workshops focusing on the behavioral strengths of disadvantaged rural gifted children were held for regular 3rd and 4th grade classroom teachers. These awareness sessions were all that were needed to significantly increase the participation of disadvantaged gifted children in Crawford County. The sessions are fully described in the enclosed SPRING-Indiana Identification Training Manual. (See Product #1)

Examination of the Paoli GT identification process indicated that underrepresentation of economically disadvantaged children occurred in both their screening procedure and in their selection procedure. The pool of children produced by teacher nominations and scores from intelligence and achievement tests included approximately 20% that were disadvantaged. Since 41% of Paoli's 4th grade school population was disadvantaged the screening procedure had picked up only half the disadvantaged students that might have benefitted from a GT program. Of the 20% economically disadvantaged children that had surfaced during screening, only a third had been selected for the GT program. This is not surprising since the original GT program was designed only to serve the district's high achieving language arts and mathematics students.

To improve the ratio of disadvantaged to non-disadvantaged gifted children in the Paoli School district several changes were made.

1. Numerous non-traditional identification procedures were added to the screening process to determine their usefulness in finding disadvantaged gifted children. These included:

    a. Writing samples from all fourth grade students generated in response to a single prompt and evaluated for creativity.

    b. Peer nominations across grade level using a thematic approach for selection of creative peers.

    c. Parent nominations through collection of information on the child in the home environment with examples and products included.

    d. Sources outside the regular school setting:

        1) Latch-key program supervisors to recall preferences for free-time activities that indicate an area of multiple intelligence.

        2) Odyssey of the Mind coaches for creativity nominations.

        3) Administrators, coaches, student teachers, bus drivers, scout masters, swimming pool supervisors

    e. Within school contests based on Howard Gardner's 7-Intelligences.

    f. Torrance Streamlined Test of Creative Thinking

Of these procedures, the within school contests, parent information survey, the non verbal section of the Torrance, and writing samples scored for creativity without regard to grammatical form, spelling, or handwriting, produced the most children that had not previously appeared in the GT screening pool. These procedures are fully described in Section 2 of the SPRING Indiana Identification Training Manual. (Product 1)

2. In-service training was given to teachers to help them recognize the unique characteristics of rural disadvantaged gifted children. This awareness workshop significantly increased the number of disadvantaged gifted children that teachers selected for SPRING participation.

3. Alternative GT program options were developed to accommodate the needs of non-traditionally identified gifted children. The efficacy of those new program options is discussed under Objective 2.

Whereas there had been no fourth grade GT program in place in Brown County when Project SPRING began, similar non-traditional identification procedures as used in Paoli were piloted in Brown County.

The results of these non-traditional identification procedures dramatically expanded both the talent pools and selection of disadvantaged rural gifted students in GT program options. The relationship of economically disadvantaged school populations and their placement in gifted programs equaled, and in some cases, surpassed those that are in the school population. (See Table 3).

Table 3: Number of SPRING disadvantaged and traditional gifted students now being served in gifted programs in the three Project SPRING - Indiana Sites.

School District	Traditionally Identified Gifted		SPRING Rural Disadvantaged Gifted	
	1990-91	1991-92	1990-91	1991-92
Brown County	0	61	19	27
Crawford County	19	19	12	13
Paoli	15	12	26	16
TOTALS	34	92	57	56

OBJECTIVE 2:
To find, develop, and demonstrate promising curricular practices with gifted and talented students from special populations.

STRATEGIES FOR ACCOMPLISHING OBJECTIVE 2

The traditional gifted programs in place in SPRING's three school districts were primarily academically oriented. They were aimed at language arts and math or Renzulli type 3 independent research investigations for intellectually and academically gifted students. Since our SPRING students were identified for gifted potential in creativity, leadership, critical thinking, linguistics, logical/mathematical, spatial/visual arts, bodily kinesthetic, musical abilities, and strengths exhibited outside the classroom, it was evident that the regular gifted programs that were in place were not appropriate for most SPRING students. The curriculum modifications that were made to serve the unique needs of SPRING students are described below.

A. Enrichment Activities

To prepare SPRING students for their new GT standing a transition curriculum that could be used with SPRING students in cluster groups in their regular classrooms was developed. It was felt that such a classroom enrichment program might allow teachers to see strengths in the SPRING students that would in turn improve teacher attitudes toward them.

The notion of a transition enrichment curriculum was unknown to most of the 4th grade classroom teachers who were expected to deliver the program to Project SPRING students. Considerable in-service training was, therefore, necessary to prepare them in enrichment procedures and in the methods for teaching creative and critical thinking skills, to conduct independent research projects, to individualize instruction, and to provide opportunities for engaging students in higher level thinking skills.

After examining various enrichment models and approaches advocated by experts in the field of gifted education, the Project SPRING staff developed a model that modified Renzulli's independent research projects and Kaplan's thematic concepts applied to Gardner's 7-intelligences. This model was used by curriculum teams in each school district to either expand content units already in place in the fourth grade curriculum or to develop totally new ones. See Product #2 for sample transition units.

The most popular approach to curriculum modification involved assisting teachers to adapt a unit they were already using. One such adaptation focused on the study of Indiana government, a requirement of all fourth-graders in Indiana. Children were given opportunities to develop political parties, design

a platform, nominate candidates for office, run a campaign, conduct polls, engage in debates, and hold an election. Local and state politicians and their staffs served in many different resource capacities.

B. Video Documentaries

All fourth-grade Project SPRING children produced a video documentary about themselves and their families. They received instructions for writing scripts, producing a storyboard, operating a camcorder, and conducting an interview. Each student took a camcorder home for two days in order to produce his or her 30 minute documentary.

The student-produced documentary (See Product #6: Documentary Video) has been an important source of information regarding the child's family life, his or her out-of-school interests, and the extent to which the family understands and supports his or her educational efforts. The documentary becomes one part of a visual record of the child's educational accomplishments over an extended period of time. Such visual portfolios also provide supportive evidence for continuing funding of educational programs designed to stimulate bright, disadvantaged rural children to reach their maximum potential.

C. Common Interdisciplinary Instructional Units

Because of limited fiscal and human resources available for specialized studies, it is often more difficult to conduct an in-depth study of a complex problem in rural than in urban or suburban schools. One approach to overcoming these limitations is for several rural districts to plan and implement an instructional unit on a common topic and then share instructional personnel, lesson plans, and community resources to implement the unit.

The three school districts associated with Project SPRING planned and implemented a unit involving an in-depth study of water, (See Products 2 and 8: Curriculum Manual and Tape). Students at each of our ten sites "adopted" a nearby river, stream, or lake, and studied "their" body of water from the perspective of one of ten fields of specialization. Specialty fields included entomology, geology, ichthyology, conservation, zoology, botany, history, ground and surface water chemistry, microbiology, and agronomy. Each group of student "specialists" took numerous field trips to their adopted body of water for data collection. Professional specialists from private and public sections (e.g., State Department of Natural Resources, State Geological Survey, County Soil Conservation Services, County Board of Health) acquainted each group of student specialists with the tools and techniques used to conduct investigations in their respective fields. Books, films, videos, computer programs, and numerous other information sources also were made available to the students.

Teaching via interdisciplinary instructional units is an effective way of getting children with diverse abilities and interests to focus their energies on a common problem. Units that cut across a variety of disciplines are more likely or require children to critically analyze information to solve complex problems than to merely memorize isolated pieces of information.

D. University Experiences

In families where high school graduation is a major event, a child is not likely to be expected to attend college. To change that expectation, Project SPRING children were offered numerous opportunities to visit a college campus. Such visits included attending children's concerts at Indiana University's renowned Musical Arts Center and touring such university facilities as the cyclotron, planetarium, science laboratories, dormitories, student union, and various sport facilities such as Bob Knight's Basketball Arena.

A major university experience awarded to approximately one-third of the project SPRING students was two-weeks of attendance at Indiana University's College for Gifted and Talented Youth. This residential program for approximately 200 fourth-through twelfth-grade gifted students from around the country provides opportunities for students to attend courses taught by university professors. The students then use the knowledge they have gained to solve simulated problems that involve time travel, space and sea exploration, criminal investigations, television investigative reporting, and much more. (See Product #7: College for GT Youth: 1993 Highlights)

According to their teachers and parents, Project SPRING students who attended the "college" became more self-assured, were better able to defend their positions on discussion topics, and had become more confident in their academic abilities.

E. Telecommunication Innovations.

Project SPRING used a computer bulletin board to provide opportunities for gifted students and their teachers to interact with one another. Students and teachers also used computers to search data bases and access information resources not available in their communities. Students themselves became an information resource to other students by exchanging information they had collected from their respective research projects.

Operating a telecommunication system is relatively inexpensive, once basic computer hardware has been purchased. Computers use telephone lines to access and send information, therefore, they require a modem to transmit the information from one computer via a telephone line to another computer. Since many rural schools have only one telephone line per school, a separate telephone line dedicated for computer usage had to be installed. To finance the

telephone charges associated with long-distance computer information exchange and data retrieval, The Indiana Department of Education set up toll-free numbers to permit students and teachers to access their computer information resource networks and communicate with one another. Details regarding installation of equipment, training of personnel, and utilization of the technology are in Appendix C.

EVIDENCE OF GOAL 2 ACCOMPLISHMENTS

Introduction

A number of quantitative measures were obtained for descriptive purposes and also to determine whether there were any measurable changes in SPRING students attributable to the SPRING program. The measures included standardized achievement and aptitude indices as well as instruments assessing self-concept and creativity. In addition to collecting these measures from SPRING students on multiple occasions, the same measures were obtained for traditionally identified gifted students as well. The data were analyzed using descriptive statistics and analysis of variance and covariance, when appropriate. Analysis of covariance was used to control for individual differences in pretest scores when examining posttest differences between groups. Similar methods of statistical analysis were applied to compare those SPRING students who were perceived by GT coordinators to have benefitted most from the program with those who had benefitted least.

Although most of the analyses reported here employed combined samples of students from all districts and grade levels, analyses were also carried out within school district and within cohort: (students who were in 4th grade in 90-91 vs those who were fourth graders in 91-92). These are reported wherever differences between districts interacted with the differences between groups. Such interactions were expected because of the differences in characteristics of the districts and their methods of implementing SPRING, and the changes in approach from the first to the second cohort.

COMPARISON OF TRADITIONALLY IDENTIFIED GIFTED AND SPRING STUDENTS.

Quantitative Findings External Evaluator Report

Academic Aptitude and Achievements Test Scores:

Traditionally identified Gifted and Talented students scored higher than SPRING students on standardized measures of academic aptitude (CSI) and achievements (ISTEP) before the SPRING program was initiated and significant differences were also present on the post tests. These differences are shown in Table 4.

TABLE 4: Significant Differences Between GT and SPRING Groups

VARIABLE	TESTING	GT		SPRING		ANOVA	TEST	
		n	Mean	n	Mean	df	F	p
[Combined Cohorts]								
CSI	PRE	34	122.85	80	113.20	1,112	18.59	.0001
CSI	POST	27	121.56	41	115.34	1,66	5.10	.03
ISTEP								
RDG VAC	PRE	28	84.50	86	68.68	1,108	14.80	.0002
RDG VAC	POST	45	80.02	70	65.54	1,109	14.15	.0002
RDG COMP	PRE	78	83.79	86	69.81	1,108	11.34	.0016
RDG COMP	POST	45	83.33	70	70.59	1,109	9.96	.002
LANG MECH	PRE	28	85.82	86	68.41	1,108	14.40	.0002
LANG MECH	POST	45	83.60	70	72.14	1,109	9.02	.003
LANG EXPR	PRE	28	87.18	86	75.25	1,108	9.76	.0023
LANG EXPR	POST	45	80.60	70	63.61	1,109	18.85	.0001
MATH COMP	PRE	28	90.89	86	72.77	1,108	18.76	.0001
MATH COMP	POST	45	82.31	70	67.31	1,109	11.70	.0009
MATH CA	PRE	28	87.46	86	78.77	1,108	5.45	.02
MATH CA	POST	45	82.93	70	74.19	1,109	5.66	.02
TOTAL	PRE	28	92.36	86	77.06	1,108	22.33	.0001
TOTAL	POST	45	86.71	70	72.17	1,109	17.25	.0001

TORRANCE CREATIVITY

VARIABLE	TESTING	GR.	GT		SPRING		ANOVA	TEST	
			n	Mean	n	Mean	df	F	p
Cohort 1									
VERBAL FLU	PRE	4	34	11.82	44	9.11	1,72	3.60	.05
VERBAL FLU	POST	6	34	19.17	44	14.11	1,72	9.63	.003
VERBAL ORIG	PRE	4	34	7.03	44	3.98	1,72	7.72	.007
VERBAL ORIG	POST	6	34	11.12	44	7.59	1,72	6.65	.01
NONVER ORIG	PRE	4	34	7.50	44	5.36	1,72	6.50	.01
Cohort 2									
VERBAL FLU	PRE	4	40	10.30	41	6.12	1,75	15.32	.0002
VERBAL ORIG	PRE	4	40	3.65	41	1.81	1,75	7.12	.01
VERBAL ORIG	POST	5	40	9.47	41	6.56	1,74	6.73	.01
NONVER ORIG	PRE	4	40	6.25	41	4.29	1,75	8.33	.005

For the sample as a whole Traditional Gifted students obtained a mean IQ of 122.85 and SPRING students 113.20 ($p < .0001$, $n = 114$) on the pretest measure of academic aptitude. For the total score on the achievement battery pretest, the total Traditional Gifted group obtained a mean percentile score of 92.36 and the SPRING group a percentile of 77.06 ($p. < .0001$, $n = 114$). These difference in aptitude and achievement favoring GT over SPRING students held for all of the specific achievement measures on both pre and post testing (and on the post CSI as well). Although some differences in achievement test scores were found among districts, only one significant interaction was found between Math CA and district on posttest, with Crawford showing superior scores for SPRING while the other two districts showed superior scores for GT (See Table 5) These findings are consistent with the difference in identification procedures between traditional GT programs and the methods used by SPRING.

TABLE 5: Subgroup Means on Significant Interaction between District and Group

ISTEP Math: Concepts and Application Postest**

DISTRICT		GT	SPRING
1 [Brown]	N Mean SD	26 81.54 14.14	24 69.29 24.23
2 [Crawford]	N Mean SD	8 73.25 21.29	27 82.07 18.10
3 [Paoli]	N Mean SD	11 93.27 3.58	19 69.16 23.66

** $(2,109) = 4.90$, $P < .009$

Self-Concept Measures

There were no significant differences obtained between SPRING and GT groups on any self-concept score of the Piers-Harris Children's Self Concept Scale on either pre or post testing. These findings suggest that the two groups did not differ initially in self concept and that the SPRING intervention had no differential effects on self concept for SPRING or GIFTED students.

Creativity Measures

The Torrance Tests provided two verbal and four nonverbal measures of creativity. On the two verbal measures, GT students significantly outperformed SPRING students on both pre and post tests. However, on the nonverbal measures, the only group differences which appeared were on the pretest on nonverbal originality (GT mean 7.5, SPRING MEAN 5.36, $P<.01$). (Nonverbal creativity measures for individual cohorts in individual districts show some instances where SPRING students outperformed GT students, though these are based on very small samples.) The poorer performance of SPRING students on verbal measures is consistent with the differences in the ways students were identified for the two programs.

Creative Writing Measures

There were no significant differences in the pre or post test writing samples of the GT and the SPRING groups when scored for creativity (GT pre x 9.9; SPRING pre x = 9.12). Had GT selection been based on the grammatical form, spelling, punctuation, and handwriting of the writing samples few SPRING students would have been selected.

CONCLUSIONS AND IMPLICATIONS FROM QUANTITATIVE FINDINGS

Conclusion 1:
SPRING students performed significantly lower than traditionally identified GT students on standardized aptitude and achievement tests both before and after the SPRING interventions.

Implications: Project SPRING's identification procedures were successful in identifying students who would not be identified by traditional procedures.

Conclusions 2: SPRING students performed significantly lower than traditionally identified GT students on verbal creativity tests but did not differ significantly from them on creative writing nor on most of the nonverbal creativity tests.

Implications: Project SPRING successfully identified children with talents comparable to those of traditionally gifted students in areas less directly influenced by verbal achievement. Care should be taken not to utilize measures of verbal creativity as an alternative to standardized achievement tests since they may rely on the same school based testing skills. Writing samples evaluated for creative contest rather than for handwriting, spelling, or grammatical form may also successfully identify disadvantaged rural gifted students.

Conclusion 3: SPRING students did not differ from traditionally identified gifted students on measures of Self Concept either before or subsequent to the SPRING intervention.

Implications: Children identified utilizing SPRING's procedures show as much self confidence as those who are in traditional gifted programs. This supports the judgment of those who recommended and selected them for this special program.

COMPARISON OF TRADITIONALLY IDENTIFIED GIFTED AND SPRING STUDENTS

Qualitative Findings:

During the Fall of 1992, semistructured individual interviews were carried out with administrators, staff, and students in the three participating school systems in Indiana. The goal of these interviews was to discover what the Project looked like from the perspective of the participants. Interviewing was done by the external evaluator, wherever relatively private and convenient space could be found in the school, using a set of topics and open-ended questions which were referred to when necessary to check that important matters had been covered. The interviews were audiotaped for later analysis. A total of 77 individuals were interviewed, including 15 administrators and coordinators, 35 teachers, two other adults working or volunteering in the schools, and 25 SPRING students. Most interviews with adults were 20-40 minutes in length, with the exception of a few key informants, especially coordinators of GT programs, with whom interviews lasted longer than an hour and occasionally involved more than one session. Interviews with children were generally shorter, occasionally less than ten minutes.

Topics included in the interviews included respondents' perceptions of the appropriateness of the identification and intervention procedures, the effectiveness of the Project, their desire to see the program continue, any problems they saw with it, and any suggestions for improving it. They were encouraged to describe personal experiences with aspects of the program. Finally, they were assured that their individual responses would be kept confidential and that the purpose of this evaluation was to examine the program and not to assess individuals, that the information was to be provided to the sponsoring agency and other school systems that might be interested in applying a similar approach.

At the time these interviews were carried out, all three school systems had begun their third academic year of participation in SPRING. All three had involved fourth grade students by the end of the 90-91 academic year and followed them through into the sixth grade in the Fall of 1992. Similarly, all of the districts identified and worked with a second cohort of fourth graders in 1991-92 who were in fifth grade in the Fall of 1992.

However, these three rural school systems in southern Indiana differed dramatically from one another in their settings, their programs for gifted and talented students, and in the strategies they employed for implementing SPRING. Because of this, findings shall be examined separately for the three before examining commonalities. To protect confidentiality and to simplify presentation, findings will be summarized by topic, theme, or issue rather than by individual respondents.

PAOLI

SETTING

Paoli has all its elementary students in a single school building next door to the secondary school. Paoli elementary school has five classes at each grade level, a principal and an assistant principal. It also has a GT room with the GT coordinator and another GT teacher who assists her. The GT program is a pullout program designed for high mathematics or language arts achievers. The SPRING students do not participate in it. SPRING students participate with all other students in their regular classes in a specially designed SPRING curriculum aimed to stimulate students from rural settings. SPRING students are differentiated from other students only in their opportunity to get scholarships to IU's summer camp for gifted students.

FINDINGS

Identification and labeling

There was felt to be insufficient help from IU in the initial development of identification procedures, and teachers were at first unhappy with the extent of extra paperwork they were asked to do in identification. However, the GT Coordinator, with the help of a planning group, revised the procedures so that identification was based primarily on parent information, teacher referral, and the pioneer contest, with all the organization and paperwork carried out by the GT coordinator. Most personnel were satisfied with this identification process.

Success of the identification

The identification procedures recognized the special talents of children who had previously been seen as clearly falling outside the definition of giftedness employed in the school, including children already labeled as having severe learning and/or behavior problems. For some of these children and their teachers and parents the identification was surprising or shocking and thus raised questions about the appropriateness of the identification. However, explanation by specialists in gifted and talented education and demonstration of the special talents in public performances and products, led to greater acceptance and utilization of this knowledge.

Problems in implementing the Program in the Fourth Grade

Initiating this new program ran into problems during the first year with fourth grade teachers. Some of these teachers felt that they had not been involved in decision making. They reported that Project staff had not become familiar with their existing ways of teaching before proposing changes. Teachers also believed that staff were not aware of their prior training experiences before providing inservice training. The way the program was introduced seemed to imply that teachers had a lack of knowledge, sophistication and skill, which some of them resented. These teachers felt that they already did the kind of individualization and/or enrichment or taught in the hands on, experience based manner which the program proposed to teach them.

Fourth grade teachers who had been upset during the first year of the Project recognized the value of the Project for children as they saw skills demonstrated and involvement increased later, especially in the fifth grade. However, they were generally disappointed or defensive about what happened in their own classes, and felt that little did happen there because of the lack of structure and planning of Project personnel.

Impact of IU Summer Program

For most of the children, personal recognition and public recognition was associated with their obtaining scholarships to the IU two week summer program for gifted and talented students. These students participated in intensive, stimulating academic activities involving a high level of creativity. They also met children from diverse communities and had a greater variety of social and leisure experiences than in their home communities. The strong desire of children to return to the IU program the following summer led to distress at the policy which had limited students to one summer scholarship. This led to strong efforts by the GT staff and by school administrators and community members to provide financial support to allow the children to return.

Impact of fifth grade curriculum change on students

After the problems experienced in the initial year, a working group was put together to plan a common intervention for the fifth grade. The curriculum was then developed and implemented by the GT staff. Most children seemed to enjoy the hands on, field based, project oriented experiences involved in the new curriculum though it appeared to teachers, GT staff, and administrators that it was the identified children that got most out of the program, who were most involved, showed the most change, and demonstrated the most unique skills. Those GT staff who were most involved with the curriculum

implementation noted that while the SPRING- identified children showed the best field based performance, other children enjoyed being out in the field and the traditionally gifted group enjoyed reading and writing about the content of the units.

Impact of children's enthusiasm on teachers, administrators, and parents

The enthusiasm of students when returning from trips to the field led fifth grade teachers to want to find out more about what was going on. They thus decided to rotate going into the field themselves the next year. It also increased the interest of the sixth grade teachers the following year because of the eagerness of the children to have similar experiences. Some parents were reported taking a greater interest in the students' work, e.g., going to the public library with them to find more readings on the topic. Administrators were enthusiastic about the eagerness of the children when out in the field and returning and their eagerness to repeat their experience in the IU summer program.

The GT coordinator was sufficiently impressed by the children's desperate desire to return to the IU summer program, that she organized a request for financial support from school administrators and members of the community which raised $3000 for scholarships so children could go to IU. By asking the children to write thank you letters and deliver them personally to supporters, she also appeared to gain further positive feelings about the program from these supporters.

Preference for a nonlabeling, nonsegregating intervention

Administrators preferred not to label these children publicly, not to segregate them from their nonidentified peers, not to treat them differently, but to provide programmatic efforts for all children at their grade level - curriculum intervention - aimed at giving them and children with similar needs the opportunity to demonstrate their skills and learn more effectively in a learning environment which takes advantage of their special experiential background, knowledge, and skills.

Although there seemed to be considerable satisfaction with the way this special population of gifted children had been identified and conviction that these were the students who seemed to benefit most from the program, there was almost no support among teachers or administrators for continuing to identify students initially. In contrast, there was great enthusiasm for continuing the curriculum innovation, in the grade level where it was implemented grade wide. Some felt that the curriculum implementation would lead to these children standing out anyway. There was little interest in creating new categories of gifted children.

CRAWFORD COUNTY

SETTING

The Crawford County Elementary program, in contrast to the Paoli program, has five small schools, mostly with one class per grade level and with a half time principal. There is one GT coordinator/teacher who travels to all the schools, teaching the SPRING curriculum to whole classes and pulling out SPRING students along with the regularly identified gifted and talented students in a PACK [PROVIDING ACADEMIC CHALLENGES TO KIDS] group that meets with her in small groups within the school.

FINDINGS

SPRING-PACK connection and knowledge of SPRING

The GT program has been called PACK to avoid labelling students GT. SPRING students are included, undifferentiated from other PACK students except for scholarships on field trips and to IU summer camp. Those teachers who have not been directly involved in identification and initiation of SPRING often know little about SPRING [as opposed to PACK] and there is some resentment about the lack of information provided, especially in small schools. There is a desire to have more structure and more feedback on the program.

SPRING as a way to reduce elitism

Giving other students a chance at PACK is very popular with teachers and administrators. There is a general desire to reduce selectivity in the district and to increase the number of students exposed to PACK. Thus, PACK tends to have a large number of students, even without SPRING. The Coordinator feels that including SPRING students in PACK has increased support for PACK because the community can identify more with SPRING students who are THEIR kids.

Different kinds of SPRING students

SPRING students appear to fall into those who have good academic records but not good enough for PACK'S GT criteria and those who have performed poorly or badly in regular class but show unique talents or knowledge. The latter students are those who show the greatest excitement and surprise at being selected, the greatest change in behavior, and are the stories passed around

the school[s]. The few failures seem to come from this group as well; students who continue to perform poorly in regular class after getting into PACK and are pulled back out.

Whether to hold out SPRING students who don't perform in regular class

There is a conflict between the desire to get children into PACK who have talent but are acting up or unmotivated to perform in regular class and the desire by teachers to use pullout as a reward and incentive for good performance in regular class.

Interventions

Though most teachers and the coordinator like the pullout arrangement and it causes few problems, some teachers and one principal favor an integrated nonpullout program; they dislike a labeling approach.

One third of teachers had their whole class participate in the SPRING water curriculum. The Coordinator doesn't want to water down PACK but gets positive feedback from other students as well when the whole class is involved.

The Coordinator believes Project SPRING has legitimized classroom innovation. However, while some early inservice activities encouraged curriculum modification by teachers, there appears to have been no followup on this. Only two teachers seemed to make substantial curricular changes.

The most popular activities were field trips, most of which were school wide and were enjoyed by students for the social experience, for getting out of school, and for seeing new things; and by the teachers and administrators, for opening up students' eyes and getting them out of the County.

For those who went to the IU summer program, this had a great impact, both for the social experience and for the innovative classes they took.

Most all pullout activities were enjoyed as something extra, stimulating, different, fun. The water project is well liked by students. The computer modem activity is also really interesting to students, but has bugs which restricts its use.

Publicity effects

A Louisville Courier Journal article appears to have had a major effect on support for the program, pride in the community, knowledge of the program, and self-valuing by students and teachers. A similar impact has been seen of students and teachers being recognized in other ways by IU, e.g., by making videos of classes.

BROWN COUNTY

SETTING

The Brown County Elementary program has four schools, each with one or two classes per grade level and a principal. The GT coordinator is based in the elementary school, next door to the secondary school, in the largest town in the county, a popular tourist center less than 30 minutes from the University. The GT coordinator spends time in each school organizing large group presentations to whole grade levels on topics related to the SPRING curriculum. She also meets briefly with SPRING and GT students in small groups in each school. However, most of the GT program consists of Renzulli Type 3 individual projects. Students who carry out individual projects can also participate in a pullout program in which they are bussed to the large town every two weeks or so for enrichment activities. SPRING students are invited to these sessions whether or not they have carried out a project.

FINDINGS

General views

In Brown County, it was generally felt that it was a good idea to give all the students a chance to be involved with GT/SPRING curriculum, then provide an opportunity to do projects to compete for participation in further GT activities. Teachers don't like the idea of providing special resources and opportunities for only a select group of students on the basis of identification criteria external to their performance on specific tasks in school. The broadened concept of who was gifted appealed to several teachers and administrators. They liked providing opportunities to children who would not ordinarily be given them.

However, most felt it was a problem to allow SPRING students to participate in GT activities even if they didn't do projects. This was seen as unfair by other students and a motivational problem by teachers as well.

Problems in implementation

There were initial problems in buying into the program, partly because teachers weren't given adequate understanding of the program and partly because of concerns about extra effort they would have to put into the program and uncertainty about likely benefits to children. Some felt that there are teachers who still don't understand SPRING and that some parents don't understand the benefits and opportunities of SPRING for their children.

Initially there were concerns about the way IU program staff related to SPRING, such as being erratic in maintaining contact and suddenly appearing to collect data and then disappearing without feedback.

By the end of the project, communication and understanding had improved and most teachers and administrators felt the project had provided benefits to students in general and to some SPRING children in particular, and would like to see these aspects of the program continue. The school board was reported to be enthusiastic about the program but not likely to support students participating who don't do projects.

Success of the identification

Many of the children identified for SPRING showed qualities consistent with the assumptions of the program: although they were bright, creative, or showed some distinctive abilities, they often did not perform well in class, being particularly deficient in finishing their work. Their parents were frequently seen as being unable to provide the support necessary for academic success.

The criterion that students had to be on free or reduced lunch excluded some children who would otherwise qualify because their parents did not fill out the paperwork or would never request these benefits, despite having financial need.

Views of the identification process

There were varied views of the importance of the identification process, from those who felt that students were identified who never would have been seen as having special talents, to those who felt that they could easily identify such children once given the criteria, and those who believed they had already identified all such students in earlier grades. Many of the teachers thought that they had gained increased sensitivity to the needs and talents of certain children which they would have not noticed before.

Views of pullout programming

Reactions to pulling students out for the SPRING and GT programs varied from one or two teachers who worried about their own curriculum being disrupted to most teachers who thought the pullout worked very well. One teacher was most concerned about students being pulled out of the school to go to Nashville while another teacher felt that when there was an attempt to have teachers implement a SPRING curriculum in their own classes, there just wasn't the time to do that and whatever else needed to be done.

Views of the project approach

The projects are a central part of the GT program in Brown County and resulted in a range of views, including the most common concern [mentioned above] that SPRING students shouldn't be able to participate in GT if they haven't done a project. Other teachers felt they did projects in their own classes and that it was more important that everyone do projects as part of the regular curriculum; that the GT projects doubled the work and didn't provide the children time to do them in school. The lack of time for the Coordinator to provide help to students doing the projects was another concern. However, most teachers thought that students doing projects was a good idea. The coordinator felt that where there is a close relationship of the school with parents, more students do projects and get them done.

More time was thought to be needed with SPRING students to help them develop the skills they need to do projects or to provide the support they need in completing the projects. This would enable them to automatically qualify for GT. The Coordinator shouldn't have as many children to work with at once.

The SPRING curriculum

The SPRING curriculum units were thought to be well done and interesting to the children, though some teachers were concerned about the lack of coordination with their own class curriculum. The GT coordinator had to modify her curriculum to fit with the larger SPRING project.

Benefits of new environments and experiences

Getting away from the local school in the Nashville program and from the community in the IU summer program was seen as an important benefit by students, the coordinator and some teachers and administrators, though one teacher felt that the trip to Nashville was a source of anxiety and avoidance by some parents and children from more rural areas and some parents and children were anxious about the IU summer program. Students who participated were

most enthusiastic about the friends they met though they also enjoyed the interesting activities and learning experiences. At least one parent indicated that she used the trips to Nashville as an incentive to get her daughter to do better work in regular class.

Benefits of the program to SPRING students

There were clearly a few SPRING students who appeared to benefit greatly from SPRING activities, were highly motivated, enthusiastic about their experiences at IU [summer] or in Nashville, and/or did very well on projects, and felt much better about themselves as a result of the experiences. Effects of the program were seen more in attitude and self esteem than in skills and knowledge or productivity.

However, most SPRING students were not thought to show obvious gains, did not show high motivation, and did not do projects. The extra homework required by participation in GT, both GT work and make up for regular class is a problem for some students. Some didn't want to do the extra homework. Yet, many of these had demonstrated talents in class, had enjoyed participating in GT but were often disorganized and in some cases had disabilities which kept them from fully participating in GT or in doing a very good job in class.

FINDINGS ACROSS INDIANA DISTRICTS

Although each district had unique features which led to distinctive problems, issues, and benefits, a number of points were common to more than one district and thus suggest that these are particularly relevant to the development of similar programs in other settings. These may be divided into positive and negative features or strengths and weaknesses.

BENEFITS

1. **All three sites bought into the underlying philosophy of SPRING**, as locally interpreted. As in other parts of the country, there is a suspicion of "elitist" programs for gifted and talented students which give additional resources to high achieving children of more educated and prosperous families. This is particularly true in school districts such as these which are starved for funds to provide important educational experiences to more typical children who have limited family or local community resources. Whenever they could, the local school districts used SPRING resources to broaden or enrich experiences for as many children as possible. This included grade or school wide curriculum

enrichment, grade wide field trips, making available computer communication technology to schools, and providing teacher inservices to all regular teachers in the relevant grade levels.

2. **Almost all of the children who chose to participate enjoyed taking part in the varied activities and experiences made possible by SPRING.** The summer program at IU appeared to have the most impact on those who were able to go.

3. **Many children in each district seemed to improve dramatically in performance** - in behavior and achievement - some of these in all of their schoolwork, others only in the special SPRING activities where they were seen to shine.

4. **Several SPRING students appeared to feel better about themselves as a result of special recognition.**

5. **All of the districts would like to continue some of the interventions:** field based curriculum in Paoli, field trips and computer communication in Crawford County, and projects and videotaped documentaries in Brown County.

6. **Teachers appear to have been alerted to different characteristics or talents of students who had either been previously overlooked or who had been seen as problems.**

PROBLEMS

1. **All three sites wanted more support or input from the SPRING staff,** especially in the initial phases of defining the program and identification procedures. They also wanted more feedback from SPRING staff on how well they were doing and what might be improved. This desire seemed exacerbated by the number of occasions when SPRING staff did appear only to collect data about which the local school personnel then heard little and also by unexpected instructions to change procedures which they had been told to implement.

2. **All three districts depended on their Coordinator of Gifted Programs (or other GT staff) to do all the extra work required by SPRING.** Early attempts at having teachers play a more active role in identification and curriculum modification ran into the resentment of teachers who felt they were already doing all they could with students.

3. **In districts where SPRING was implemented as a part of pullout GT programs [Brown and Crawford Counties], teachers objected to allowing SPRING students to participate if they did not do required work in regular class** [or projects, in Brown County].

4. **Several SPRING-identified students did not choose to participate in special activities which required additional work or regular class makeup. Others didn't want to take part if that required leaving their home school,** or for a few, leaving their home community to attend the IU summer program. Parents were sometimes resistant as well.

5. **Although the majority of participating teachers were able to see why most children were selected for SPRING, specific students were seen to be either mistakes, having shown no potential, or as lazy and unmotivated, despite talent.**

6. **Some children were felt to have been inappropriately included or excluded on technical criteria [income or free lunch].** Thus, children from well educated families might qualify because their parents were temporarily unemployed or chose to work and live in a less competitive rural environment. On the other hand, children from low income homes with little educational background or resources might not qualify because their parents could not or would not fill in the required forms for the free lunch program.

7. **None of the districts showed a great deal of interest in continuing the identification component of SPRING.** The special identification procedures were either seen to be unnecessary because teachers could pick out the children without any special screening procedure or undesirable because it led to either elitist labeling or to special privileges for children who had not earned them. This contrasted greatly with the enthusiasm shown for SPRING's curriculum and technical innovations which provided new opportunities for all students who might benefit from them.

CONCLUSIONS AND RECOMMENDATIONS FROM QUALITATIVE INTERVIEWS

Conclusion 1:

Rural school districts with limited resources find the underlying philosophy of SPRING to be very attractive. They want to see some appreciation shown for the natural talents of students who come from disadvantaged environments and to have novel and interesting educational experiences provided to as many of their students as possible.

Recommendation 1:

Resources should be committed to rural school districts with limited financial support to allow them to implement programs consistent with the needs and talents of rural students.

Conclusion 2:

Those students who participate actively in the program enjoy their new social and intellectual experiences, several feel more competent after having been recognized, and a few show dramatic gains in their general motivation and performance in school.

Recommendation 2:

Experiences such as those provided by SPRING should be made available to as many students as possible. Field based, hands on, curriculum modifications and field trips to novel locations are very popular among most students and should be provided wherever possible. The summer college experience for gifted students should be made more widely available by providing need-based scholarships.

Conclusion 3:

Many students choose not to participate in SPRING activities which involve extra work or remove them from their ordinary environment and friends. Other students are not sufficiently motivated to keep up with their ordinary work in order to qualify for the special activities.

Recommendation 3:

Wherever possible, the regular curriculum and the special activities should be designed so that the new program can be treated as a substitute for other school activities and carried out during school hours.

Conclusion 4:

Many teachers feel they are doing as much as they can without adding additional responsibilities.

Recommendation 4:

All teachers should be provided the time and resources so that they can participate actively in such new programs without personal or educational cost.

Conclusion 5:

Although educators support the principle of providing educational opportunities to more children, they do not like the idea of using special selection procedures to identify children. They prefer to see them self select themselves by performance in schoolwork, either in ordinary class or in specially introduced curriculum or project activities.

Recommendation 5:

Curriculum modifications should be introduced which give children opportunities to demonstrate diverse, rural environment related talents while participating with all other children at their grade level. Those demonstrating these skills can then be given further enrichment or responsibilities designed to develop their talents in connection with the larger curriculum.

Conclusion 6:

External agencies may seek implementation of some of the special activities before there are desirable mutual understandings with school system personnel. This may lead to some inappropriate activities, resentment and lack of cooperation by some teachers and to creative solutions to problems by other personnel.

Recommendation 6:

Before initiating programs like SPRING in any setting, there should be considerable effort made to understand the preexisting attitudes, experiences, and commitments of the specific school systems and school boards, schools, teachers, and parents. School personnel should know that they have the responsibility to define such a program in a way that is consistent with their own setting, history, skills, and values. External project personnel should be seen as consultants and resource persons. Wherever possible, evaluation data which are collected should provide timely and useful feedback to participants as well as to external agencies.

COMPARISONS OF SPRING STUDENTS SEEN AS BENEFITTING MOST AND LEAST FROM SPRING

GT Coordinators in each of the three participating school districts were asked to pick out approximately five students who they thought clearly benefitted from SPRING and another five whom they did not feel benefitted. The purpose of this was primarily for qualitative comparative analysis of cases to identify factors leading to success or failure in the program. Although the small number of students within these subgroups makes it less likely that statistically significant differences would be identified, it was thought that a quantitative comparison between the most successful and least successful students might provide useful clues for interpreting the qualitative data.

Quantitative Findings

Those benefitting and not benefitting did not differ significantly on standardized aptitude, achievement, or creative writing pretest scores and differed significantly on only one of the seven posttest scores - Reading Vocabulary (See Table 6).

TABLE 6: **Significant Differences Between SPRING Students Who Benefitted and Did Not Benefit**

VARIABLE	TESTING	BENE-FITTED		NOT	BENEFIT	ANOVA	TEST	
		n	Mean	n	Mean	df	F	p
ISTEP Rdg Vocab	Post	14	74.64	9	53.20	1,18	6.78	.02
Torr Nonver Flu	Pre	19	7.21	13	5.31	1,26	4.44	.04
Torr Verbal Flu	Post	19	17.22	13	11.02	1,26	7.63	.01
Torr Verbal Orig	Post	19	8.74	13	5.69	1,26	5.46	.02
Piers Harris Self Concept								
Behavior	Pre	19	13.11	13	11.08	1,26	4.69	.03
Intellectual & School Status	Pre	19	13.63	13	10.62	1,26	6.56	.02
Happiness & Satisfaction	Pre	19	8.42	13	6.69	1,26	4.11	.05
Total	Pre	19	61.53	13	49.77	1,26	7.77	.009
Physical Appearance & Attributes	Post	19	10.37	12	8.00	1,25	4.14	.05
Popularity	Post	19	9.69	12	7.50	1,25	3.27	.06

In contrast with the limited differences found in achievement, substantial and frequent differences were found on the Piers-Harris Self Concept Scale. Those benefitting showed significantly higher Total scores on Self-concept than those not benefitting on the pretest. The specific Self-Concept scores showing significant pretest differences were in Behavior, Intellectual and School Status, and Happiness and Satisfaction. Additional posttest Self-Concept differences in the Popularity and Physical Appearance and Attributes subtests marginally reached or approached significance in favor of the Benefit group. (See Table 6)

One interesting exception to the general trend on differences in Self-Concept is that for District One [Brown County], mean scores for those who benefitted were lower on some of the Self-Concept scores than those who did not benefit. This resulted in statistically significant interactions between districts and Benefit/Not Benefit on the pretest scores on Happiness and Satisfaction and on Total Self-Concept (See Table 7). However, since NonBenefit scores were only available from three students in District One, caution should be taken in interpreting these deviate findings.

TABLE 7: Subgroup Means on Significant Interactions between District and Benefit Piers Harris Self Concept Pretest

HAPPINESS & SATISFACTION **			
DISTRICT		**BENEFIT**	**NONBENEFIT**
1 [Brown]	N Mean SD	7 7.14 2.19	3 9.67 0.58
2 [Crawford]	N Mean SD	6 8.50 1.97	5 6.20 3.56
3 [Paoli]	N Mean SD	6 9.83 0.98	5 5.40 3.21
TOTAL SELF CONCEPT *			
DISTRICT			
1 [Brown]	N Mean SD	7 57.86 10.22	3 64.67 6.81
2 [Crawford]	N Mean SD	6 63.00 9.83	5 45.00 19.75
3 [Paoli]	N Mean SD	6 64.33 7.23	5 45.61 11.67

*F (2,26) = 3.50, p <.05
** (2,26) = 5.24, p <.01

On the six Torrance measures of Creativity (Shown in Table 6), those benefitting performed better than those not benefitting on the pretest on Nonverbal Fluency and on the posttest on Verbal Fluency and Verbal Originality.

These findings suggest most strongly that children with greater self-confidence are more likely to be seen as benefitting from programs such as SPRING. The findings also suggest that the greatest gains which such children show relative to those who are not seen to benefit are in verbal creativity, the very area which is most likely to be emphasized in traditional programs for gifted children. This might be explained by the fact that two of the districts incorporated SPRING students into their regular GT pullout program. When the findings for the other district are examined separately, it is apparent that the greatest gains for the third district are on nonverbal creativity measures.

CONCLUSIONS AND IMPLICATIONS BASED ON QUANTITATIVE FINDINGS

Conclusion 1:

SPRING students seen as benefitting most ~~or least~~ from the program did not differ significantly from those benefitting least on standardized aptitude or achievement test scores prior to or at the conclusion of Project SPRING.

Implications:

Students are seen to benefit from programs on the basis of behaviors other than their test scores.

Conclusion 2:

Those SPRING students who were seen by coordinators to benefit most from the SPRING project had higher self concept scores on pre as well as posttests than those seen as not benefitting.

Implications:

Students may not gain from enrichment programs unless they already see themselves as competent.

Conclusion 3:

Those SPRING students seen as benefitting performed better than those not benefitting on creativity measures, especially posttest measures of verbal creativity. This was particularly true of districts in which SPRING students were incorporated into the regular gifted pullout program.

Implications:

Students are seen to benefit from programs when they participate with other gifted students and come to show skills similar to those of more traditionally identified gifted students.

QUALITATIVE ANALYSIS

The qualitative reported herein was conducted on thirty three students judged by their GT coordinators as having benefitted most and least from Project SPRING. Thirteen representative student profiles of those thirty three students have been placed in Appendix 3 for illustrative purposes. The two groups were compared on the basis of similarities and differences in student characteristics, community demographics, and school and home influences.

Student Characteristics

Students viewed as having benefitted most from SPRING had many characteristics that were similar to those of students who benefitted least. As indicated previously the groups did not differ on tests of intelligence, achievement, or writing samples scored for creativity.

Students who were seen as benefitting most were those whose writings had improved substantially in grammatical form, spelling and punctuation, (See Case Nos. 1-5). Notable exceptions occurred in the writings of children from Brown County (Cases 6 and 7). These differences were possibly due to that district's limited GT focus on the completion of independent research projects.

Other students viewed as benefitting most were those who demonstrated enthusiasm for the program, (Cases 1, 2, 3) interacted positively with peers and adults (Cases 4, 5) and completed their assignments, (Cases 6 & 7). Contrast these with non benefit case #10's lack of interest and enthusiasm and case #11's shyness, non participation in group discussion and lack of contributions to group projects.

Those students viewed to have benefitted least from the program tended to be those who had been selected primarily for their musical, artistic, or non verbal creative abilities and then given few opportunities by their district's GT program to further develop those strengths (see case #13). However, if an artistically or musically talented student also had strengths in an academic subject, he/she was likely to benefit from the program (See Cases 3 & 5).

Community Demographics

The rural populations residing in Paoli and Crawford County are extremely homogeneous. The vast majority of the residents have lived in their respective communities for many generations and struggle hard to earn a living. Most of the teachers from these two school districts were born and raised within a 25 mile radius of the community in which they are teaching. When the characteristics of SPRING children were presented to those teachers many recognized the characteristics as those they themselves had once possessed or, in some instances, still possess today.

Brown County, on the other hand, is an extremely heterogenous community. It's population is a mixture of long time traditional rural residents, former successful urbanites who moved to the community to join its large art colony, and just plain city people who have opted to live in the beautiful rural wooded hill county of Brown County. The teachers of Brown County are a cross section of this rural/urban population mix. The perceived success or failure of SPRING children was greatly influenced by the ural or urban background of the teacher. Rural teachers often resented Program inclusion of children from former urban families who are poor by choice as opposed to native rural children who did not choose to be poor. Case #13 is an excellent example of this phenomenon. Urban teachers, on the other hand had greater difficulty believing that children exhibiting the characteristics associated with rural disadvantage gifted children were indeed gifted.

School Influences

All three school districts made curriculum modifications in their GT programs to accommodate SPRING identified students. These modifications included content enrichment, content novelty, and content acceleration. In addition, all three extended their students' learning environment by providing field trips, computer bulletin boards, and access to resource specialists. It was not possible to examine the specific effects of each separate component of the SPRING curriculum offerings. Since each school district differed substantially from one another by the breadth and depth of their curriculum offerings and the manner in which they chose to delivered those offerings. Curriculum and delivery will be discussed separately by districts.

Paoli:

Paoli used an inclusion approach. SPRING curriculum modifications were delivered by regular 4th, 5th, and 6th grade teachers who had received extensive in-service training from their local GT coordinator. Whereas, all students in Paoli attended one large (N=950) K-6 comprehensive elementary school, the GT coordinator and a second full time GT teacher were available as

consultants, demonstration teachers, or direct service providers five days a week. All teachers became familiar with the characteristics of SPRING children, were extensively involved in developing and implementing the interdisciplinary units (particularly the 5th grade Water Unit) and became intimately familiar with the academic and social progress of the SPRING students in their classes. Examination of the profiles of Paoli children who were seen as benefitted most from SPRING, appears to indicate that a higher standard for success was used by the Paoli coordinator than by the coordinators of the other participating school districts. Students were viewed as successful if they achieved the comprehensive goals that had been set for SPRING. These included individual creative and critical thinking contributions to group projects, taking leadership responsibilities, taking part in group discussions, researching a specific topic until completed, and presenting findings in written or other unique forms. As a result of those standards Case #11 was viewed as benefitting least from the program although she earned almost straight A's from her regular teachers and was awarded the Presidential Academic Fitness Award. Students must have maintained an over all B+ average in grades 4, 5, and 6 and have scored at the 80th percentile or better on language, reading, and math achievement tests to receive this award.

Crawford County:

Crawford County provided its GT services in a weekly pullout program, SPRING children were integratedwith traditionally identified gifted children. All 3rd and 4th grade teachers received in-service training on non-traditional identification and regular classroom enrichment procedures for developing higher level thinking skills and applying Gardner's 7 intelligences to their instructional programs. Unfortunately few regular class teachers implemented those procedures. Thus the implementation of the entire SPRING curriculum modifications rested on the shoulders of the GT coordinator who met with the students in their home school once a week. While in service training on curriculum modifications continued for 5th grade teachers, none was provided for 6th grade teachers. Not understanding the purpose of project SPRING 6th grade teachers kept SPRING children out of the pull out program when their academic work or social behaviors did not justify this "reward" (see Cases 8 & 9).

This points out the importance of providing awareness training workshops on the characteristics and needs of disadvantaged rural children to all teachers in the school district. Without such training non traditionally identified gifted children will not receive the understanding they need to develop their potentials. Even when specialists are used to provide direct services to such children, regular class teachers can make a major contribution by positively reinforcing the efforts being made for those children.

Brown County:

The GT program at Brown County consists of providing identified children the opportunity to conduct Renzulli type research projects. The projects are monitored by a full time GT coordinator in four elementary schools and one consolidated Jr. and Sr. High School. The large number of students selected for projects limits the coordinator's opportunity to monitor each student's progress to only once or twice a month. In-service training on identification was provided to all 3rd and 4th grade teachers and on programming for 4th and 5th grade teachers. A major within class enrichment program on Indiana Government was developed and implemented by all 4th grade teachers for cohort 1. With consultation from the GT coordinator this enrichment program was successfully implemented by most of the 4th grade teachers. However, when program emphasis changed to 5th grade interdisciplinary units the following year, most of the 4th grade teachers discontinued their enrichment activities. Thus the program once again narrowed its focus on Renzulli research projects. In general, teachers felt that only those SPRING students who completed projects should be allowed to participate in the GT program and be given the privilege of taking the monthly trip to Nashville. In general, SPRING children who completed projects were seen as benefitting from the program and those who didn't were seen as not benefitting. For many teachers, the quality of the child's project did not seem to be an issue for determining his/her success in the program.

Home & Family Influences:

Parent involvement was not a major concern of the Indiana component of SPRING. Therefore, limited information about the children's families are available for an indepth analysis of home and family influences on program success or failure. Despite these limitations a number of observations can be made. All families in the project were disadvantaged according to their income, their rural isolation, or, in most instances, a cominbation of both. The most and least improved children differed little in family structure or home influences. About half of children in both groups lived with two parents and the other half in single parent or foster parent homes. With few exceptions parents from both groups were pleased with their child's involvement in the project. Their major wish for their children was that they be happy. Despite their own limited educational experiences, most of the parents expressed a desire for their children to do well in school, graduate from high school and possibly go to college. These finding should be viewed with caution since only children whose parents signed the project participation permission form were included. Many parents did not return permission forms in a timely fashion or declined to give permission when they understood that the project would be for "disadvantaged" gifted children. These are the same parents who decline "free lunch", even though, according to their socio-economic status would be eligible for the service. Other parents declined to participate because they were

reluctant to expose their child to ideas or opinions that may conflict with their "rural way of life". It seems likely that the majority of children who participated in the project came from families where education was valued.

CONCLUSIONS AND IMPLICATIONS BASED ON QUALITATIVE ANALYSIS

Conclusion 1:

Those SPRING students seen as benefitting most, demonstrated enthusiasm for the program, interacted positively with peers and adults, and completed their assignments.

Implications:

Students are seen to benefit from programs when they exhibit appropriate middle class socialization behaviors.

Conclusion 2:

SPRING students selected on the basis of non academic strengths are less likely to benefit from a program oriented toward academics.

Implications:

Students selected on the basis of multiple intelligence identification procedures must be provided program options that focus on their non academic strengths.

Conclusion 3:

Disadvantaged rural students are less likely to be seen as benefitting from SPRING type programs when taught by teachers who hold traditional urban/suburban middle class standards of gifted behavior.

Implications:

Teachers from urban backgrounds teaching in rural communities require intensive in service training on the characteristic of disadvantaged rural gifted children.

Conclusion 4:

Curriculum modifications for SPRING students in regular classrooms are likely to be discontinued when regular class teachers are given little or no assitance and are not reinforced for their efforts.

Implications:

Regular classroom teachers who are expected to deliver appropriate instructional programs to disadvantaged gifted students who should receive consultative help and feedback from a qualified GT teacher as often as possible.

Conclusion 5:

Regular classroom teachers are less willing to send SPRING identified students to GT pull out programs if their academic work or social behaviors are not up to their standards.

Implications:

Awareness training on the characteristics and program needs of disadvantaged rural gifted students should be provided to all regular classroom teachers.

B. SERVING THE NEEDS OF THE ECONOMICALLY DISADVANTAGED GT STUDENTS

All students selected for SPRING-Indiana were rural economically disadvantaged. The strategies and practices appropriate for that population have been described in IV-A.

C. UNEXPECTED OUTCOMES

Benefits

1. The most successful program model for SPRING students was one in which curriculum modifications were planned and developed in partnership with regular class teachers and GT specialists and then implemented in the regular classroom. A major ingredient for that success was the availability of day to day assistance from a GT teacher housed in the school in which the program was implemented. As teachers developed confidence in their ability to implement the program many of the teaching procedures and curriculum modifications developed for the project were adopted by those teachers.

   A positive side effect of this inclusion model was the increased interest and enthusiasm shown by non-GT students when they were involved in the SPRING developed interdisciplinary units.

2. We were pleasantly surprised by the national publicity given to our project. With so much focus given to improving school programs

for urban children, journalists seemed intrigued by our efforts to deal with the less publicized problems of bright disadvantaged rural Appalachian type children.

3. The educational improvements and increased achievement motivation of some of our project children has amazed their teachers as well as their parents. The mother of one of our children was so caught up by her son's scholastic interests and achievements that she earned her high school graduation equivalency diploma and is taking some post secondary courses offered by a regional college.

Losses

There were no unexpected losses during the course of the project. Few children were lost and the three demonstration school districts remained with the program to the end.

D. Project Follow-Up Activities

Indiana University has been awarded a second Javits grant focussing entirely on rural gifted students. One of the components of the new grant is to provide additional educational programming for the rural Indiana students identified in this project and to conduct a longitudinal study of their progress.

E. Coordination Activities

There were two major coordination activities. One involved coordination among the activities across the Indiana, Illinois, and Ohio sites and the other involved coordination among Indiana University and its three participating school districts.

1. Coordination among state sites

The three site directors and their coordinators met together for one or two days every three months at one of the three university sites or at a state or national conference. The agenda typically involved sharing information regarding Project progress and discussing possible resolutions for common problems. In addition the three Project coordinators communicated with one another by phone or FAX whenever the need arose.

2. **Coordination among Indiana University and its three cooperating rural school districts.**

The Gifted and Talented coordinators of the four school districts and Indiana University Project staff met every two or three months to share solutions to common identification and programming problems. A computer bulletin board electronic network that linked the three school districts and Indiana University with one another was installed. This greatly facilitates communications between and among sites. The electronic network was used by Project children to access information systems on topics that were studied. As will be mentioned in Section V B-Problems Encountered frequent equipment failure greatly reduced the benefits that the system might have provided.

F. Dissemination Efforts

There were four major ways that information about Project SPRING was disseminated:

1. Presentations and handouts at state and national conferences.

2. Demonstrations at implementation sites

3. Responses to requests for project information from rural GT programs around the country.

4. Coverage by radio, television, newspaper, and professional publications.

A detailed listing of conferences attended to make SPRING presentations appear in Appendix 4. Copies of media coverage are included as Product #9.

The identification and curriculum training manuals and demonstration video tapes have been disseminated to the Project SPRING sites in Illinois and Ohio. The materials will be made available to school corporations in Indiana through the Indiana Educational Service Centers and the Indiana Gifted/Talented Shared Information System network.

Training materials and products developed by project SPRING will continue to be disseminated to teachers at annual state and national educational conferences. A series of articles based on

the SPRING findings are being developed for publication in numerous professional journals. In early fall Project SPRING will be featured in Time Magazine.

Two video tapes using SPRING identification and programming procedures for gifted disadvantaged children were developed by the Broward County School District in Florida. These tapes will be incorporated into a course on special populations of gifted students being developed to meet the state department's recent mandate that such a course be required to earn a Florida GT endorsement.

Progress reports, newsletters, newspaper and journal articles were routinely distributed to other Javits Gifted and Talented Grant recipients.

G. Quantitative Information

All quantitative findings have been reported in Section IV A

LESSONS LEARNED

A. Project Aspects that Elicit Pride

1. Identification Procedures

The training materials that compare the characteristics of rural disadvantaged gifted children to those of advantaged gifted children are the most effective materials available for sensitizing educators to the strengths and weaknesses of gifted disadvantaged rural children. Other identification procedures that are major contributions to the literature are the Parent Information Form and the in-school contests utilizing Gardner's 7 intelligences. These three procedures identify many of the rural disadvantaged gifted children often missed by traditional identification procedures.

2. SPRING Program Elements

The interdisciplinary unit on the study of Water developed by Paoli, exemplifies the best of hands on science teaching and takes advantage of the physical and human resources found in a rural setting.

The student produced video documentary of their home and family provides an important source of information regarding that child's family life, out of school interests, and the extent to which the family understands and supports his educational efforts. It is a unique way of obtaining such information and is likely to elicit more valid responses than those obtained by teachers, researchers, or other outsiders.

B. Problems Encountered During the Grant Period

1. Technology Problems

A great deal of effort went into setting up our computer bulletin board and its electronic information retrieval system. Unfortunately, the system was frequently down or often displayed a busy signal when a student attempted to access it. These problems greatly reduced the number of computer interactions between teachers, students, and sites.

2. Infrequent service delivery by itinerant GT teachers

In most rural school districts one itinerant GT teacher serves gifted students enrolled in several schools that are widely separated geographically. Transporting all children to a central site is not only time consuming but engenders strong opposition from parents who want their child to attend their local township elementary school with neighboring children. The pull out programs typically provided by a lone itinerant GT teacher are often short in duration and seldom are offered to the children more than once a week.

To be of greater benefit to gifted students such pull out programs should be supplemented by enrichment activities within the regular classroom. However for such enrichment services to be effective each building should provide GT training and adequate release time to one of its teachers to serve as the GT curriculum consultant to regular classroom teachers in that building.

3. Teacher resistance to implementing non traditional identification procedures.

Although the non traditional identification procedures developed by the Project were effective in identifying the hidden talents of rural disadvantaged gifted children, teachers objected to their use

because of the extra time involved in applying those procedures. It is, therefore, unlikely that the identification procedures will continue to be used now that the project has ended. It is possible, however that awareness training for all teachers on the detractors and strengths that characterize rural disadvantaged gifted children might be enough for identifying those children.

C. **Changes or improvements in original design and theory we would make if given the opportunity.**

1. **Scope of the project**

The scope of Project SPRING was too wide. We would concentrate on identification and programming for either urban or rural populations rather than both. We would focus on one specific age group such as preschool, elementary, middle school, or high school rather than all four. We would select a specific topic for in depth study, focus on two or three major elements of that topic, and select a professional consortium that would provide populations, geographic regions, or expertise not available at any one site.

These changes were all incorporated in Indiana University's second funded Javits grant - Project SPRING II, which focuses on identification and programming needs of rural elementary Hispanic and Native American children in New Mexico, African American children in South Carolina, and Appalachian descended disadvantaged children in Indiana.

2. **Changes in budgetary priorities**

a. I would budget more money for in service training of all teachers in the participating school and provide money to release a teacher part-time to serve as a curriculum consultant with each school.

b. I would place more emphasis on family involvement in identification and programming particularly when serving children from various ethnic minorities.

D. Advice to an applicant for a new Javit's Grant applicants:

The following are suggestions to new Javits' Grant applicants:

1. Read and re-read the RFP and become very familiar with its contents. Follow the outline as prescribed. Respond to all recommended portions of the proposal.

2. Make sure you are able to delineate the salient, distinguishing characteristics ofyour model.

3. Make sure your model is cost-effective. If it is too complex and too expensive, dissemination will be a real problem.

4. Talk with other Javits' Project directors or coordinators, if possible, to get suggestions from them.

5. Get letters of support well in advance of deadlines for submission.

6. Be as specific and succinct as pssible, wordy proposals are not necessarily clear proposals.

7. As a rule, do not bind your proposal; copies may need to be run and binding makes this difficult.

8. Do not claim to do more than your budget can accomodate.

9. Make sure you can employ personnel with the expertise needed to implement the proposal.

10. Make a survey of the literature and particularly the Javits projects to determine what innovations have or are being demonstrated so that you will not be re-inventing a model.

11. Plan to develop printed material to use in disseminating your project and allow for these costs in your budget.

12. Delineate your management plan including the development of a record keeping system.

FINANCIAL REPORTS

The financial reports for Project SPRING are being sent by Indiana University under separate cover.

SUPPORTING MATERIALS

The following products developed by Project SPRING - Indiana are included as supporting materials:

Training Materials

Product 1 **Identifying Rural Disadvantaged Gifted Students**

Product 2 **Curriculum Programs**

Video Tapes

Product 3 **Project SPRING - Indiana Overview**

Product 4 **Identification Example: Pioneer Contest**

Product 5 **Transition Curriculum Example: Learning Centers based on Gardner's 7 Intelligences**

Product 6 **Technology Examples: Video documentary, Distance learning, Computer Technology**

Product 7 **College for GT Youth - 1993 Highlights**

Product 8 **Interdisciplinary Unit Example: Water Unit**

Other

Product 9 **Newspaper and Journal Coverage of Project SPRING**

APPENDIX A

DEMOGRAPHIC DATA
FOR
PROJECT SCHOOL DISTRICTS

BROWN COUNTY SCHOOL CORPORATION

HELMSBURG ELEMENTARY

Total Enrollment

1992-93	300
1991-92	307
1990-91	313

Ethnic Breakdown

white	98.0%
black	0.7%
hispanic	0.0%
asian	1.0%
amer indian	0.3%

Free Lunch Count 97

Teacher Data

# Full Time	15.9
Average Age	42.4 yrs
Average Experience	16.0 yrs

Student to Teacher Ratio 18.8

NASHVILLE ELEMENTARY

Total Enrollment

1992-93	319
1991-92	350
1990-91	349

Ethnic Breakdown

white	99.7%
black	0.3%
hispanic	0.0%
asian	0.0%
amer indian	0.0%

Free Lunch Count 64

Teacher Data

# Full Time	19.3
Average Age	43.6 yrs
Average Experience	16.4 yrs

Student to Teacher Ratio 16.5

SPRUNICA ELEMENTARY

Total Enrollment

1992-93	341
1991-92	320
1990-91	332

Ethnic Breakdown

white	98.8%
black	0.0%
hispanic	0.3%
asian	0.9%
amer indian	0.0%

Free Lunch Count 73

Teacher Data

# Full Time	16.0
Average Age	37.9 yrs
Average Experience	12.2

Student to Teacher Ratio 21.3

VAN BUREN ELEMENTARY

Total Enrollment

1992-93	248
1991-92	230
1990-91	253

Ethnic Breakdown

white	98.8%
black	0.4%
hispanic	0.8%
asian	0.0%
amer indian	0.0%

Free Lunch Count 36

Teacher Data

# Full Time	13.7
Average Age	42.0 yrs
Average Experience	

Student to Teacher Ratio 18.1

CRAWFORD COUNTY SCHOOL CORPORATION

ENGLISH ELEMENTARY

Total Enrollment

1992-93	168
1991-92	179
1990-91	182

Ethnic Breakdown

white	100.0%

Free Lunch Count 60

Teacher Data

# Full Time	8.3
Average Age	41.4 yrs
Average Experience	16.6

Student to Teacher Ratio 20.2

LEAVENWORTH ELEMENTARY

Total Enrollment

1992-93	224
1991-92	235
1990-91	228

Ethnic Breakdown

white	99.1%
black	.9%

Free Lunch Count 60

Teacher Data

# Full Time	13.8
Average Age	40.0 yrs
Average Experience	13.6

Student to Teacher Ratio 16.2

MARENGO ELEMENTARY

Total Enrollment

1992-93	200
1991-92	198
1990-91	183

Ethnic Breakdown

white	100.0%

Free Lunch Count 77

Teacher Data

# Full Time	10.3
Average Age	44.8 yrs
Average Experience	13.9

Student to Teacher Ratio 19.4

MILLTOWN ELEMENTARY

Total Enrollment

1992-93	234
1991-92	232
1990-91	228

Ethnic Breakdown

white	100.0%

Free Lunch Count 79

Teacher Data

# Full Time	11.8
Average Age	39.9 yrs
Average Experience	15.2

Student to Teacher Ratio 19.8

PATOKA ELEMENTARY

Total Enrollment

1992-93	167
1991-92	169
1990-91	163

Ethnic Breakdown

white	100.0%

Free Lunch Count 50

Teacher Data

# Full Time	8.3
Average Age	43.9 yrs
Average Experience	17.4

Student to Teacher Ratio 20.1

PAOLI SCHOOL CORPORATION

THROOP ELEMENTARY

Total Enrollment

1992-93	856
1991-92	896
1990-91	910

Ethnic Breakdown

white	99.5%
black	0.0%
hispanic	0.0%
asian	0.5%
amer indian	0.0%

Free Lunch Count 242

Teacher Data

Full Time	37.0
Average Age	43.1 yrs
Average Experience	16.2

Student to Teacher Ratio 23.1

APPENDIX B

REPRESENTATIVE CASE STUDIES

DESCRIPTION of STANDARDIZED TESTS and ABBREVIATIONS USED in CASE STUDIES

INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS (ISTEP)

The overall purpose of ISTEP is to improve the educational opportunities of Indiana students. All Indiana public school students in Grades 1,2,3,6,8,9, and 11 are required to take the test. Since 1987 the program has utilized a battery of tests which assesses student achievement based on the proficiencies listed in the *Indiana Curriculum Proficiency Guide* which includes:

Reading Vocabulary (Voc)
Reading Comprehension (Comp)
Language Mechanics (Mech)
Language Expression (Exp)
Mathematics Computation (Comp)
Mathematical Concepts and Application (C/A)

In addition, ISTEP includes a writing assessment and cognitive ability measure.

ISTEP compares test scores to two standards: the performance of students nationwide and the expectations of the state of Indiana. Each item in an ISTEP test measures skills against one of these two standards. The resulting scores fall into two categories:

Norm-referenced scores compare student performance to that of other students nationwide. They show where students stand in relation to their peers, not to a defined standard of achievement.

Criterion-referenced scores report a student's performance on educational objectives defined in the *Indiana Curriculum Proficiency Guide.* These scores indicate the degree to which a student has mastered a content or skill area called a proficiency.

COGNITIVE SKILLS INDEX

The cognitive skills index (CSI) describes an individual's overall performance on the ISTEP aptitude test. It compares the student's cognitive ability to that of students who are the same age, without regard to grade placement.

ISTEP reports provide a confidence range for each student's CSI. This range is based on the standard error of measurement for the student's total ISTEP ability test score.

The CSI is a normalized standard score with a mean of 100 and a standard deviation of 16 based on students in a particular age group.

STUDENTS VIEWED

AS

BENEFITTING MOST

CASE #1

FEMALE Cohort 1 Crawford County

Case #1 was selected for the program based on strong teacher recommendation. In addition, Case #1's ISTEP scores were high in most categories, receiving a 99 for total battery.

CHILD DATA

STANDARDIZED TEST DATA

		V	C	M	Ex	C	C/A	Tot
ISTEP	3/90	98	91	98	99	93	95	99
ISTEP	3/93	81	94	93	75	98	94	94

OTIS-LENNON	4/89	111
CSI	3/90	124
CSI	3/93	109

WRITING SAMPLE		Fl	Fx	Or	El	El	Tot
Pretest	1/91	2	1	2	2	1	8/15
Posttest	N/A						

TORRANCE STREAMLINED

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 1/91	19	11	14	10	8	24
Posttest 11/92	21	13	13	12	11	38

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest	2/91	93%ile
Posttest	12/92	96%ile

CASE #1 (con't)

WRITING SAMPLE

"The Flying Monkey"

One day in the Louisville Zoo, they got a different kind of animal. It was very unusual. It was a flying monkey! It was green with yellow wings. The wings looked like an angels. It could sing very well. It had a opera voice This monkey was the only one left it was the most extrodinary animal ever. It had one baby sister but she died. Her mother named them Case #1, and Jaboc. Their mother died two weeks ago. They were all sad. The only thing that they could eat was pig meat. There was no pig meat left in the freezer. This animal could have babies even though he was a boy. He was going to have some comeflauge babies soon and they eat green grass, tree bark, and sticks! Finally he had his babies and now we have got more flying monkeys. PS The monkeys come in every color.

Case #1 was involved in a pull out program along with the regularly identified gifted children. The curriculum consisted of some enrichment as well as science-based projects for SPRING. They met twice a week for one hour each time.

FAMILY DATA

PARENT INFORMATION FORM 11/90

Parent responded with the following:
Makes popsicle stick houses. Makes doll clothes, hair bows, Christmas ornaments. She has done this for 2 years. For the past two years, Case #1 has collected stamps, spaces things, books. Case #1 writes poems and letters to pen pals, and has done this for the past year. Reads mysteries, fiction and fairy tales. The parent also added that Case #1 is very creative.

Case #1 is an only child who lives with her mother and has no contact with her father. has not had contact with Case #1. She was raised in a shack without running water or plumbing, heated only with wood. Her mother doesn't drive, and has a severe harelip and speech problems. The mother was gifted, but was treated as retarded. They receive much help from church people. An elder aunt lived with them. In January 1993 they moved to town.

CASE #1 (con't)

ANECDOTAL
As reported by the Gifted and Talented Coordinator
10/90

Case #1's teacher had to explain the SPRING (permission) letter and program and its possibilities to her mother before she would agree (to let Case #1 participate in the project). Her home life has been extremely deficient; "enrichment" has come from a few friends and relatives and, recently, church affiliation. But to see Case #1 smile is a ray of sun, to talk with her is a charm, all scores and work are climbing rapidly.

11/90

Case #1 has been concerned about her home taping. She is anxious to do it, but not at her home. ("Can I interview my other grandma, not my real one?" - an older neighbor who has loved Case #1 and helped when she could. Of course, I assured her to do it however she wanted.

1/91

Everytime I visit her school, her teacher has more to rave about. Her experiences with her nursing home pen pal demonstrated the depth to which Case #1 becomes involved in a project. She has a heart as big as her smile! Still delaying the tape (documentary) - they "have to clean house." Her log cabin project was a clay hut built from clay she dug from her own creek bed and developed as a pioneer - without resources - would have done it. Product not as fancy as some, but utterly complete, authentic and done without help -- typical Case #1.

Case #1 attended Indiana University's College for Gifted and Talented in 1991. The edited Teacher's Log reports the following:

6/23 Case #1 is very comfortable with adults and seeks their approval. She seems to be a bit of a loner.

6/27 At greenhouse she was touching plants - very kinesthetic - Seemed to respond to Bill Jones ecology class better. Participated in group activity. Case #1 wanted to be spokesman. When her ideas were not accepted she got a sullen look on her face and whispered to Dena (another SPRING child from Crawford County). Abigail (a SPRING child from Brown County) tried to be democratic and Case #1 did not want to.

CASE #1 (con't)

7/1/91 Case #1 worked on the computer and was trying very hard to fulfil her role in the simulation. She moved to the leadership group. Her ideas were not always welcomed by others. She would get a sullen look on her face and withdrew from the group.

7/2/91 Case #1 was a little disturbed with the bone lab. She did ask several good questions. I believe they focussed on the fact that many of the bones were "real" people.

Gifted and Talented Coordinator Comments:

Case #1 has been successful in the program; she 'does everything'. She has overcome her environment with her mother's support. She is very creative, writing poetry and stories. Case #1 is a very sociable child.

Case #1 remains strong in all academic areas. Her mother expects her to do well and take advantage of all opportunities. Case #1 seems to have been successful at doing just that.

Evaluator interview (9/92) with Case #1's sixth-grade teacher indicated that Case #1 is doing real well, that she is working hard, getting good grades, and is on the honor roll for the next grading period.

Case #1's fifth-grade teacher when asked by the evaluator if the SPRING children are different from other children responded, "No I don't (think so). I think it was good for the little girl who was here today - Case #1 - she's a perfect example, she fits right in and she gets to do things that she never got to do before.

Evaluator interview with Case #1 (9/92):

E What did you like about IU's College for Gifted and Talented?
#1 I liked learning about biology, living things in nonliving environment. I remember walking about 5 miles a day to classes. I remember learning about space. If we went to space how long we'd stay and what we'd take with us.
E What else?
#1 A boy. Had a lot of friends. See a lot of the kids and teachers from Paoli. Good meals, too.
E What do you like about SPRING here?

CASE #1 (con't)

#1 I like reading books and doing worksheets and tell thing about it and draw pictures about it. We haven't started yet this term. Right now we're doing poems. That's something I love to write...since 4th grade..my 4th grade teacher asked us to write a poem about colors. I wrote about red and everybody thought my poem was outstanding so I've like poetry ever since. And I like Shakespeare [poetry]. We're trying to talk Tamara into reading Hamlet. Right now we're doing things about Washington DC. My thing is the Capitol. I'm writing a poem about the Capitol around a picture. We go on a lot of trips. I liked the symphony orchestra. I didn't want to go to Angel Mounds. I've been there before. I was cleaning my grandmother's house. That's something else I'm good at [except for] my room

E What about after school?

#1 Watch tv, play Nintendo. Run a mile every night. Enjoy running and fishing and drawing and painting.

E How did you get in [SPRING]?

#1 I don't know. They just told me. They just called off the names of the people who were going to be in PACK/SPRING [in 4th grade] and I went Whee! Whee! I was happy. I like it I like everything we do in there.

E Nothing you wish you didn't have to do?

#1 No

E Did you like school before PACK/SPRING?

#1 When I was in third grade, I got a C on my report card. In first grade, I hated the first grade teacher. 1 [wrong] is a B, 2 is a C, 3 is a D, and 4 is F. I didn't make good grades in there. I never made a D or F. I think I'd hang myself.

E Problem in 3rd grade?

#1 Reading. I hate that comprehension stuff, main idea. I like books but I don't like having to write book reports and summaries. Keep all my poems in an overnight case. they published a few of my poems in the school newspaper.

E What do you want to do when you finish school?

#1 Modeling. I like to draw, but I don't want to be an artist. Space, I want to be an astronaut; I'm a good singer, but I don't want to be; I'd like to be a brain surgeon. We went on a field trip we got to see a tumor removed from someone's brain. I loved it.

E Will you have a long time in school?

#1 I do mind going to school.

E College?

#1 Yes but I don't want to stay long. My limit is 6 years.

E What else about SPRING/PACK?

CASE #1 (con't)

#1 We all enjoy it and I don't think they should take it out. We got our report card last week and I got a B in Reading. I hate History and I hate Reading.

E Do you like being in PACK?

#1 Yeah. I think it helps the smarter kids out a lot. It helps them know more about when they get into higher grades they don't have to [whisper] read as much. Helps them develop their brain, which mine needs a lot more of. The best grade I ever made - I like telling about my grades - in fifth grade I made 2 B pluses, half a point away from A. That made me so mad I cried for two days and wrote 1000 times "I'll never make a B again."

Case #1 is attended IU's College for Gifted and Talented Youth this summer.

GRADES

6th grade
1992-1993

	Semester 1	Semester 2
English	A	A-
Reading	A	A
Spelling	A	A
Social Studies	A-	A
Mathematics	A	A-
Elementary Science	A-	A-
Health	A	A

Attendance 1992-1993
Days present: 180 Days absent: 0

EVALUATION

Except for her relatively low scores on group intelligence tests, Case #1 performs as a traditional gifted child. She writes well, is extremely creative, and has good interpersonal skills with peers and adults. SPRING appears to have motivated her toward higher school achievement and has provided her with a more optimistic outlook regarding college attendance and career opportunities.

CASE #2

MALE Cohort 1 Crawford County

Case #2 was selected for Project SPRING based on his teacher's recommendation. 5/90

Classroom teacher to Gifted Coordinator: "Do you know anything about Case #2? When we have a class discussion, he comes up with insights and depth of understanding that shows more insight than anyone else in the class."

His writing and discussion showed high verbal fluency, with much flexibility and elaboration. Additionally, at the time of admission to the program, Case #2's father was unemployed, thus making Case #2 eligible based on economic factors.

CHILD DATA

STANDARDIZED TEST DATA

	V	C	M	Ex	C	C/A	Tot
ISTEP 3/90	31	78	18	69	49	41	48
ISTEP 3/93	48	61	28	69	25	51	47

CSI	3/90	97
CSI	3/93	91

OTIS-LENNON	4/89	77

WRITING SAMPLE

	Fl	Fx	Or	El	El	Tot
Pretest 5/91	3	1	2	3	2	11
Posttest 11/92	1	1	1	1	1	5

TORRANCE STREAMLINED

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 1/91	4	2	10	9	2	33
Posttest 11/92	13	9	9	9	5	48

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest	2/91	91%ile
Posttest	11/92	99%ile

CASE #2 (con't)

WRITING SAMPLE
5/91

"The Flying Monkey"

There is a animal that is very gentle and a funny animal and it has a big tail that they hang on and it has claws on it that is a normal size. and this animal is a prey to many animals the animals in the cat family like the Wild Cat, and this animal has a big advantage over its preditor cause it can leap through trees and it is very fast and this animal is called the flying monkey. and this animal eats kinds of fruit and vegtables like bananas, apples and nuts these animals can be found in Africa Asia Yourup or Arizona. Though this animal is very small and gentle. sometimes it can get rough and mad if any thing starts bothering it it is out to fight. Many times the moneky gets cilled but many times it doesn't.

11/92

"The Day the Sun..."

The day the sun... Well one morning I woke up from my bed and I looked out my window and I looked up in the sky and the sun looked like it was coming to the ground. I rushed to my mom and dads room and I woke them up and I told them that the sun was falling but they did not believe me. Then I went in to my brothers room and there he was looking out the window and ran in to my mom and dads room and he told them but they did not believe him So he went back to his room and it was still falling but they just would not believe us. So then I got mad and went and said get up the sun is falling So they got up and looked out the window and saw that it really was falling So they said we must get out of her So just about as soon as he got out of the door we forgot something so we went to get it. as soon as we got in the car we started it up and right before we got it going the sun collapsed on us and right then we woke up.

TEACHER/STUDENT OBSERVATIONS

11/90 Gifted and Talented Coordinator reports:

Case #2 was absolutely thrilled to be included in SPRING - hugged me everytime I saw him. I have know him since he was very small, a sweet boy, called "baby" by the family, well beyond his baby years.

CASE #2 (con't)

But he had never impressed me academically. His achievement scores were so low that I consulted with SPRING staff on whether to include him. We did, and he is really trying.

An added bit that I think is a neat SPRING by-product -- When Case #2 was going to be in P.A.C.K. (the school corporations gifted program), I really felt for his 5th grade brother who always impressed me as having much greater ability than was demonstrated, and I was worried about how he would feel when his less capable brother had made it into the program that he wanted so badly to be a part of. So I spoke to his teacher to ask if Jason would in any way qualify for the program as a high achiever. She said he had been doing well and would have no objection to trying it. He was delighted, has performed well -- as has Case #2; both teachers are delighted.

FAMILY DATA

Case #2 has one older brother. He had a twin brother who died at two months of age. His family called him "baby" until he was in school. The father hunts and fishes, and not surprisingly, Case #2 enjoys both of these activities. The mother comes from a large family of hard-working women, who learned to survive.

GRADES

Grades for 1st and 2nd semester 1992-1993

	1st Semester	2nd Semester
Language Arts	B-	B+
Reading	B-	B+
Writing	B/B+	B/B
Spelling	A-	A
Social Studies	C	B-
Mathematics	C+	B
Elementary Science	B	B-
Health	B+	A-
Citizenship	B	B

EVALUATION

Case #2 was placed in a pull-out program with children who were identified as gifted, using traditional criteria. The curriculum consisted of enrichment, such as Junior Great Books, as well as science-based projects for SPRING. Students met twice a week for one hour each time.

CASE #2 (con't)

Since being selected for SPRING, Case #2 began to blossom as a student. He began making the honor roll at the end of fourth grade and continued to make it through grade 6. Additionally, SPRING and the G/T program have helped change the lives of Case #2 and his family. As Case #2 began to succeed in the program and to receive recognition for his successes, his parents responded with support and praise. Academics, never a priority in the family, has now become a significant factor, as evidenced by Case #2's desire to attend college and his parent's commitment to help him.

CASE #3

MALE Cohort 1 Crawford County

CHILD DATA

Case #3 was recommended for Project SPRING based on his creativity in the Writing Sample, and the Non-verbal portion of the Torrance Streamlined. Additionally, the Gifted and Talented Coordinator suggested that Case #3 would be a good candidate for the program based on out of school interests, such as independent writing and sketching.

STANDARDIZED TEST DATA

		V	C	M	Ex	C	C/A	Tot
ISTEP	3/90	55	27	42	54	45	66	44
ISTEP	3/93	66	63	69	56	81	90	74

CSI 3/89 107
CSI 3/93 100

OTIS-LENNON 3/88 88

WRITING SAMPLE

	Fl	Fx	Or	El	El	Tot
Pretest 5/91	2	3	3	3	2	13
Posttest 11/92	3	2	2	3	2	12

CASE #3 (con't)

TORRANCE STREAMLINED

		Verbal		Non-verbal			
		Fl	Or	Fl	Fx	Or	El
Pretest	1/91	6	2	11	9	3	33
Posttest	11/92	9	6	9	8	3	36

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest 2/91 46%ile
Posttest 11/92 48%ile

WRITING SAMPLE
5/91

'The Flying Monkey'

One day I was wandering around the jungle like normal just minding my own busens. and I get nucked up upside my head, and it nucked me out. When I woke up I was in a cage with a hole bunch of other people in cages. There was a big cettle of boaling water, and then all of a sudden a monkey flew down beside me, it was strange because you see a lot of monkeys in Africa but this one could fly. then he started screaming a flew away. I was in the cage for a week with out food or anything to drink then a month later the monkey came back but this time with a tribe of monkeys. One of them could talk. I theoghe I was going to starve to deff but they where caring a bunch of food about a ton of it. and he made me eat it all.

11/92

'The Day the Sun...'

The day the sun didn't go down the coyotes didn't come out and the roosters and chickens never went to sleep. I had some frienc come over to spend the night as usuallwal we were going to bike and play army after it got dark but it never got dark so we went out in the wood. The boys I had over were Chris, Gary, and Brett. When we got in the woods it was 9:00 P.M and the sun was still out Brett said he wanted to go south because we only went that way when we were on the road so we headed east finley the house was out of sight. We kept on walking intill we got to a small river. I asked every body if they wanted to wade or swim across and Chris said we

CASE #3 (con't)

> couldn't get him in the water so Gary found a big rope and we manage to a rope brigade and cross we walked a little longer and I saw a box that said pause dark or light they said turn it to dark so I did then it was dark and a bunch of coyotes chases us home and when it got seven a clock in the morning the sun came out and the rooster started crowing.

FAMILY DATA

Although Case #3 is not on free or reduced lunch, he would qualify if his mother applied for it. Parents graduated from small colleges. Parents are divorced, and father lives out of state. The stepfather does not work and the mother is a caseworker with the welfare department. Mother suffers from multiple sclerosis, and the future is uncertain. Case #3 failed 4th grade because of "family disruption". He is in the same grade as a younger sister.

Gifted and Talented Coordinator reports (9/92):

> They (Case #3 and Brett, another SPRING student) have every characteristic you would want in a gifted child. Both of them have had problems at home that would account for problems in the classroom. That disruption in the classroom and disruption in their home life, evidently has shown up on the school work and their achievement test because they do not show up on paper to be as bright as they are."

Interview with Sam Guskin, Evaluator (9/92):

E What would you tell a student from another school?
#3 It's fun. Going outside, the creek.
E Are there boys who might not like it?
#3 Not really, unless they didn't like doing the report on it. That wasn't too bad, though - about one page, after you went outside. You wrote about what you saw, what the water looked like, the plants that were growing around it, the animals that were living in it. Talked about it to everybody.
E In your class? How'd they like it?
#3 They wished they were in Project SPRING.
E Did they get angry with you?
#3 Sort of jealous.
E Anything like that at home?

CASE #3 (con't)

#3 I go down by the creek all the time. I know where the deer stay at. I go hunting and fishing all the time.
E Do you go alone?
#3 The first two years I went with my stepdad. He taught me how to do everything.
E What do you want to do when you are older?
#3 Conservation officer. I like being outside. I got out of school one time to go hunting.
E How do you know about conservation officers?
#3 I know one that lives out in the woods about half a mile away from me.
E You'd like to live in the woods?
#3 I do. I live in a log cabin in the woods. There's Blue River out behind my house. After I get my homework done, I go to the creek and go fishing.
E Are you planning to go to college?
#3 Yeah. My ma said I'm going to college whether I want to or not.
E What else would you tell others (about Project SPRING)?
#3 I'd just tell them it's fun.
E Did you like school before?
#3 No. I was making Ds and Fs, now I'm making As and Bs.
E Did you hate it before?
#3 Yeah, didn't like it then.
E Did you get into trouble?
#3 I was in trouble lots of time.
E Now?
#3 No, talking sometimes, that's about it.
E Do you like other things about school besides PACK?
#3 I like everything except English (writing) Me and my friends are writing a small book. When we go camping behind our house, we write about that there, making stories (?) six pages. Each story's going to be like a chapter. Each of us (four) is writing a story.
E Did you decide on this yourselves?
#3 All of us like writing creative stories in school anyway.

In an interview with Case #3 on the day he enrolled in Indiana University's College for Gifted and Talented Youth, Case #3 reported that his stepfather continues to be unemployed and his mother is receiving compensation from her employment because she is not able to work at the present time due to the MS that seems to be more debilitating. When asked how his parents felt about him attending IU's College for G/T, Case #3 said his mother was very pleased, but that his stepfather

CASE #3 (con't)

appeared not to care. After the G/T college, Case #3 will go to Florida with his biological father and sister for a vacation. Case #3 seemed quite proud to talk about his father. Case #3 expressed that he still wants to be a conservation officer.

See attached sketches

Grades 1992-1993

	Semester 1	Semester 2
English	A-	A-
Reading	A-	B+
Spelling	B+	B+
Social Studies	B-	B-
Mathematics	B+	B-
Elementary Science	B+	B
Health	B	A+

Attendance 1992-1993
Days present 176 1/2 Days absent 3 1/2

EVALUATION

An extremely poor test taker, Case #3 was selected on the basis of his artistic talent and highly creative writing samples. SPRING has given him an opportunity to demonstrate his academic abilities and to receive school recognition for them. He has been selected for participation in the G/T science and art programs for the fall.

CASE #4

FEMALE Cohort 1 Paoli

CHILD DATA

Case #4 was nominated for Project SPRING on the basis of teacher recommendation, the Pioneer Contest, and Parent Information Form. In addition, Case #4 was included in the pool of candidates for G/T Language Arts in 1990-91.

STANDARDIZED TEST DATA

		V	C	M	Ex	C	C/A	Tot
ISTEP	3/90	96	81	73	82	70	66	85
ISTEP	3/93	96	88	98	71	83	88	93

CSI	3/90	117
CSI	3/93	136

WRITING SAMPLE	Fl	Fx	Or	El	El	Tot
Pretest 2/91	2	2	3	3	3	13/15
Posttest 11/92	1	1	1	1	1	5

TORRANCE STREAMLINED FORM

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 2/91	9	3	13	6	7	61
Posttest 11/92	19	11	14	14	8	35

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest 2/91	91%ile
Posttest 11/92	99%ile

WRITING SAMPLES
5/91

"The Flying Monkey"

Once there was a fling monkey and he didn't have no friends. But one day he met a unicorn and they became friends. But the unicorn died. So he found a mermaid and so he got married to a fairy and had children and they never died. and the children were all girl fairies and

CASE #4 (con't)

all the fairies married fling monkeyies. But one fairy married a merman and the dumb fairy drowned because she tried to swim. But all the others married fling monkies and they all had baby fling monkeies and baby fairies.

11/92

"The Day the Sun..."

The day the sun was real close to the spaceship. It almost blew up. They all screamed. The sun was yellow and orange it was hot. The next day the sun felt hotter. By two weeks we got the ship fixed and got far away from the burning hot sun.

Case #4 began project SPRING as a bright but shy fourth grader. As she worked in small groups, became an active participant in her learning, and was exposed to new opportunities and experiences, she developed the self-confidence needed to succeed. She has never been a behavior problem in school, but rather a pleasant, cooperative student. She now initiates conversations and participates in discussions. Her writing has been a strength, and after 3 years in the program, she is much more capable of developing her thoughts and verbalizing her opinions.

FAMILY DATA

PARENT INFORMATION

Parent/Guardian offered the following information:
Case #4 loves to write stories. She also keeps a diary. She has done these things since she could write. Case #4 is really interested in, lots of things. dancing, being a model, a writer. Case #4 has lots of interests and ambitions. Case #4 is a very special little girl who has adjusted amazingly to several very difficult, personal tragedies.

When asked about her family, Case #4 acknowledges that it is a "strange situation". She has several half-siblings and twins. Some live with the mother and some with the father. Case #4, and a younger sister live with their grandmother and grandfather, who are retired. She qualifies for free lunch.

During fourth grade, Case #4's class studied a transitional science curriculum focusing on space. Fifth grade was the most intensive year for implementing the SPRING curriculum. All fifth graders were involved in a water unit. Case #4 was a historian and a chemist.

CASE #4 (con't)

The sixth grade curriculum has included the study of land and habitats, although students had limited field work experiences. According to Case #4, her sixth grade teacher was an excellent teacher who engaged her students in many discussions, and who went beyond the traditional textbook curriculum.

As a result of her success in project SPRING, Case #4's confidence in herself has greatly improved. She attended the College for Gifted and Talented Youth in 1991 and 1992. She participates in Odyssey of the Mind and wrote most of the script for this year's (1993) OM presentation. Case #4 tried out for cheerleading this year. She also received the Eagle Achievement Award, which is an award for outstanding students. Only 2 of these are given out per month.

Case #4 attended Indiana University's College for Gifted and Talented this year. In an interview she reported that she received good grades this past year, mostly A's and B's. She feels that the College for G/T will help her prepare for going into 7th grade in the fall. She sees herself as being successful in junior high, and continues planning for college.

GRADES	4th grade 1990-91		6th grade 1992-93	
Semesters:	1	2	1	2
Reading	A	B	A	A-
English	A	B	A	A
Spelling	A	A	A+	A
Mathematics	B	B	A-	A
Social Studies	B	B	A	A+
Science	A	B	A	A-

Attendance for 1992 - 1993
Days Present 175 Days Absent 7

HONORS

Case #4 was one of 19 sixth-graders to receive the Presidential Academic Fitness Award. Students must have maintained an overall B+ average in grades 4, 5 and 6, and scored at least 80% in language, reading and math achievement to receive this award.

CASE #4 (con't)

In addition, Case #4 received the following recognitions:

Outstanding Student for her 6th grade class
Eagle Achievement Award
Odyssey of the Mind certificate

EVALUATION

Case #4 began SPRING as a shy loner but has developed into a self-confident group leader who earns exceptional grades. Recent aptitude and achievement test scores show a dramatic increase from scores she had earned at the start of SPRING in 1990.

Case #4's present standardized scores along with her superior grades, interpersonal leadership skills, and creative abilities would easily qualify her for placement in a G/T program based on traditional identification criteria.

CASE #5

MALE Cohort 1 Paoli

Case #5 was selected to participate in SPRING for the following:

Parent Information
Pioneer Contest
CSI
Standardized Math Scores
Classroom teacher recommended above avg.
Other: Art Teacher
Community Recommendations: Boy Scout Leader, Baseball Coach

CASE #5 (con't)

CHILD DATA

STANDARDIZED TEST DATA

			V	C	M	EX	C	C&A	TBAT
ISTEP	3	3/90	73	56	35	67	99	91	81
ISTEP	6	3/93	84	51	53	71	99	96	90

CSI 3/90 131

WRITING SAMPLE

			Fl	Fx	Or	El	El	T
1990-91	Pretest	2/91	2	1	1	1	1	6/15
	Post	11/92	2	3	3	2	3	13/15

TORRANCE STREAMLINED

		Verbal		Non-verbal				
		Fl	Or	Fl	Fx	Or	El	T
Pretest	2/91	13	8	7	7	6	21	42
Posttest	II/92	23	15	14	13	10	36	73

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest	2/91	79%ILE
Posttest	11/92	99%ILE

Pioneer Contest: SUPERIOR 30/30

#2: DWELLING: Tepee w/grass; protects from rain, snakes, raccoons, fence.

WRITING SAMPLE
2/91

"The Flying Monkey"

Once apon a time there was a monkey that could fly so all the other monkeys made fun of him and one day he asked princess monkey if she would marry him and she said I will if you do somthing heroic and that day their king had fallen off the cliff but he was hanging on a vine so the flying monkey flew down and brought him back up and the princess married the flying monkey the end.

CASE #5 (con't)

11/92

"The Day the Sun.."

The day the sun went out was the word around town. I'm a secret agent. My name is sargent double A, my case is too light up the sun again. It was a cold July this year. We have a mission to launch nuclear missiles, which will be our match in fire. It is 7:00p.m. today. We'll launch at 3:19 tomorrow. My job is to keep it a secret. It is now 3:15 to launching time, 3:16, 3:17, 3:18, Blast Off. Just then the sun lit up and I was out of a job. Now I told you a story so go to bed. Okay gramps.

MISSION TOP SECRET

FAMILY DATA

PARENT INFORMATION FORM:

Good at figuring out how things are put together. Case #5 was 4 when his Dad bought a wheel barrow; my husband had the instructions but was having to try to figure them out. He left the room. When he returned Case #5 had assembled it and my husband tightened the bolts down. Makes things: Case #5 made a chair when he was 4. He made it out of scrap wood; had a back and 4 legs; can sit in it; made small ladder.

3rd grade - built a go cart, wood, steer with your feet. His dad helped him put the wheels on but otherwise he built & designed by himself; loves to build and hammer; extremely talented at building and designing things; in Kindergarten he had building blocks called construx; would work so fast putting them together he would talk out loud to himself. He is currently building a fishing boat.

Case #5 and his sibling live with their mother and stepfather. Both parents are employed as factory workers. Case #5's mother is taking classes toward a degree. Case #5 does not receive free or reduced lunches.

Fifth-grade teachers comments: Case #5 was friends with a young boy who was murdered by an older boy. Case #5 wrote his will. He sleeps in his parents' bedroom.

CASE #5 (con't)

SCHOOL DATA

Case #5 has participated in Project SPRING since 4th grade. In 4th grade, along with other children in his class, he was taught a transitional science curriculum on space. In fifth grade, the water curriculum was implemented. Case #5 was a zoologist. The G/T teacher reports the following:

> "Case #5 appeared to be in his element. He knew where to look for specimens for the aquarium and took some boys with him to show them how and where to look. They were successful with minnows and crayfish.
>
> This was the first aquarium to be established: concern over food sources, etc. led to Case #5 contacting Avoca Fish Hatchery via phone. While he didn't get the info to other classes because it got misplaced, he did give us notes about what when and how much fish eat."

Observation of Case #5's 5th grade classroom

Math class was observed for 45 minutes. The math lesson was on fractions. Individual students were called to the board and given a fraction problem to solve. The lesson in the textbook was reviewed, and then workbook pages were assigned. There appeared to be little in the way of meaningful application of fractions. Classroom teacher interacted with students in a question - answer format. Follow up questions were primarily of a clarifying nature, i.e., "Now, let's see what you did". Classroom arrangement was traditionally structured in rows, so that students could not interact with one another. It appeared that little opportunity existed for individualized instruction or for small group interactions.

During the 6th grade, the science curriculum focused on land,and because his home is located very close to the field study area, he was familiar with the land, its seasonal changes, plants and animals.

Case #5 participated in Indiana University's College for Gifted and Talented Youth in 1991 and 1992. His teacher (1991) reports the following:

> "Case #5 was very interested and knowledgeable about the Titanic. He asked lots of questions and made several comments. He was also very involved in his role as a physician in simulation. He took it seriously and tried to evaluate each situation."

CASE #5 (con't)

Additionally, his teacher from 1992 reports:

> "Case #5 was eager to talk in (anthropology) class. He would feel comfortable with an adult imposing structure rather than relying on himself. He has good synthesis skills and always has his hand up in class."

The evaluator's interview with the G/T coordinator produced the following comments:

> "Case #5's biggest problem is he won't write anything down or finish it. The telephone that goes with the modem proved to be a valuable instrument. We made aquariums [from things found at the creek]. They needed to find out what to feed this creature. Case #5 decided to call the Avoca Fish Hatchery, got on the phone, talked to a guy, didn't find out the guy's name, realized when he was finished what he didn't know, needed to call back. He was supposed to write it all down and share it with all 5 classrooms. Three days later, I said, "Case #5, you've got to write this down. These fish are going to die if you don't let them [know]. He said, "can't I just tell them?" "Sure - but make sure someone writes it down." He could get all this information - but sharing it...

GRADES FOR 1992 - 1993

	1st Semester	2nd Semester
Reading	B+	A-
English	B+	B+
Spelling	A	A
Mathematics	A-	A-
Social Studies	B+	A-
Science	B+	B+

Attendance for 1992 - 1993
Days Present 172 Days Absent 10

HONORS

Case #5 received recognition in art for demonstrating outstanding work during his years at Throop Elementary. He was also recognized for his contribution to the football and basketball teams.

CASE #5 (con't)

EVALUATION

Case #5 began Project SPRING as a fourth grader with an insatiable curiosity, but virtually no organizational skills. As he participated in small group discussions and projects that were of his interest and had deadlines that he would create himself, his habits did seem to improve. He wants to do it all and still hasn't realized he can't, but he is beginning to find ways to adapt his schedule, be responsible for his work, and make decisions. His creativity has always been a real strength, in addition to his vocational and spatial skills, such as building.

Although he frustrates his teachers by not writing things down, Case #5 is an outstanding student, popular with adults and peers, and a promising athlete.

CASE #6

MALE Cohort 1 Brown County

Case #6 was selected to participate in Project SPRING because of high ISTEP and CTBS (science and analogies) scores. He also had high fluency scores on both verbal and non-verbal TTCT. Case #6 began Project SPRING with skills in making things; working from blueprints as well as collecting things. Perceived as a shy child, the g/t teacher thought he could benefit from the social interaction in the program. His strengths lie in his creativity and ability to articulate his thoughts. His self-concept is positive.

CHILD DATA

STANDARDIZED TEST DATA

			V	C	M	EX	C	C&A	TBAT
ISTEP	3	3/90	76	66	95	94	60	99	94
ISTEP	6	3/93	75	76	91	73	94	77	85

CSI	3/90	121

WRITING SAMPLE (creativity)

		fl	fx	or	el	el	T
1992	5/92	2	2	1	1	1	7
	11/92	1	2	3	3	2	11

CASE #6 (con't)

TORRANCE STREAMLINED

	Verbal		Non-verbal				
	fl	or	fl	fx	or	el	T
1990-91 Pre 4/91	13	5	3	1	4	28	36
1992 Post 11/92	16	3	11	11	6	40	68

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

1990-91 Pre 11/91	99%ile
Post 11/92	96%ile

WRITING SAMPLE
5/92

"The Olympics on the Moon"

One day the Olympics went to the moon. The first event was the long jump. The farthest jump was 500,000,000 feet. Then the high jump the highest jump was 600,000 feet high. Then shot put the farhest throw was all the way around the moon. Next was sking Daniel B won that then baseball Ryan's team won that. Then their was basketball no one won that because the ball was always floating around. Kockey was next they had to build a dome for that the score was 150 to 100 Case #6's team won Case #6 made 30 points, Travis made 30 points, and Brain made 20 points. Next sport was Running Justin and Travis, Brain tied then they raced agian and Brain won. Then football the score was 21 to 77 Justin's team won Justin made 3 touchdowns Case #6 made 3 touchdowns Travis made 3 touchdowns Ryan made 1 touchdown and Brain made 2 touchdowns. Then They all went home the next day they went to school and told everybody what happend and they lived happily every after.

11/92

"The Day the Sun..."

The day the sun shined and all of the birds were cherping there as a 20 headed creature and he was five hunderd stories high. There were three powerful wizards named Max, Mack, Martin. And they were the only people who could stop the creature. But the only problem was that they didn't like each other. One day Max went to Mack's house and they they became friends and went to try to kill the ceature but they couldn't. Then Max said

CASE #6 (con't)

> "We need Martin to help us." So they went Martin's house and asked him and what surprised them that Martin sadi he would help them so they went were the creature lived and then the all casted a spell on it and then it blew up. They lived happily ever after.

TEACHER AND STUDENT OBSERVATIONS

Case #6's g/t teacher (1992) observed:

> "In the science groups he participated in he was actively involved but not really on task and did not interact very much with the teacher."

Case #6 participated in Project SPRING beginning in grade 4. One of his projects involved the theme of wildlife as he is very interested in this topic. Success for Case #6 appears to be in his social skills and working on projects which have personal interest and meaning.

In a post-SPRING interview Case #6 states (1992):

> "I have changed my personality and I've been liking a lot more people. I am pleased with my grades but I could work harder. I like to draw and now I keep my drawings."

He recognizes that he is good at drawing now and his future plans include becoming an architect. In contrast, in a pre-SPRING interview (1991), Case #6 states:

> "I like math because you have to do it throughout your whole life but I don't like reading, language, or art because it's not helpful."

FAMILY DATA

Parent Information Form

Case #6 and his two sisters and one brother live with their mother and father. His mother is a clerk and his father works for the county.

His father observes (1991):

CASE #6 (con't)

"Case #6 likes to help me around the house and always asks me how and why things work. He likes to build things from his cub scout book; forts in the woods and playthings. He built his own Rain Gutter Regatta boat and won with it and was very proud of himself."

His father notes (1992) that "he likes to read alot on all different topics; from history to short stories to funny stories. He is very interested in science, natural history and wildlife and collects arrowheads, rocks, and wildflowers. He always is putting rocks or anything he finds interesting in his pockets."

In addition to collecting natural objects, he also likes to collect small matchbook cars, baseball and sport cards. His father also notes that "Case #6 really likes people and is always willing to help someone." The above qualities and interests his father has observed have been ongoing from the past three to five years.

Case #6's mother observes that "Case #6 is more independent and had better projects as a result of Project Spring." Her aspirations for Case #6 are to be whatever he wants to be and guesses he will go to college. His father agrees that Case #6 is more independent. On his future, his father states:

> "I want Case #6 to be an architect, doctor, or professional or something he enjoys. I think SPRING's good for kinds who need to be pushed or challenged."

GRADES	4th 90-91		6th 92-93	
	I	II	I	II
Reading	A	A	A	B
Oral & Written	A	B+	A-	A
Spelling	A+	A+	A-	A
Math	A	A+	B	B-
Science	S	S	A	B+

EVALUATION

Case #6 has most of the attributes of a traditional gifted child. He excels in math and science but merely tolerates reading and language arts. Since he's permitted to select projects that are of interest to him, he works on those projects until completed. Whereas most teachers in his school district view project completion as proper gifted behavior, Case #6 is considered a successful SPRING student.

CASE #7

FEMALE Cohort 2 Brown County

Case #7 was selected to participate in SPRING for the following:

Parent information
TTCT writing sample
Skills with hands/problem solving abilities

CHILD DATA

		V	C	M	EX		C	C&A	TBAT
ISTEP 3	3/90	44	41	52	50		58	39	51
ISTEP 6	3/93	76	72	49	48		48	63	62

CSI 3/90 119

WRITING SAMPLE	Fl	Fx	Or	El	El	T
1992 Pretest	3	2	1	1	2	9
1992 Posttest	2	3	3	3	3	14

TORRANCE STREAMLINED

	Fl	Or	Fl	Fx	Or	El	T
1990-91 Pre 4/91	3	0	6	4	3	7	20
1992 Post 11/92	20	6	8	8	5	51	72

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

1990-91	Pre 11/91	87%ile
1992	Post 11/92	46%ile

WRITING SAMPLE
5/92

"Olympics on the Moon"

Instead of lifting bar bell the lift bulls the car flip 500 times before landing They don't use a high jump stick they jump astorids They like to see how far they can dig. They like to ride shooting stars They can jump rope 100 time non stop They can hit a base ball topluto They kik clowns for a sport

CASE #7 (con't)
11/92

"The Day the Sun..."

The day the sun...got very angry and blew up and then we had to clean up sunguts. Then put himself together and got sick and cryed and cryed and made the 7 oceans. Then he throw up big chunks of land and said he felt much better. Then he blew his nose and made little puddles that we now call trees. Then he coult a cold and sneezed and blew some of the water on the land and made what we call rivers. Then one day the sun stuck his finger in a lightning socket and made what we call now lightning Then he went to bed and made what we call night.

TEACHER AND STUDENT OBSERVATIONS

Observations from Case #7s g/t teacher are the following:

her teacher did not encourage the pull-out
did not perceive her as doing well."

As a result she did not try out for the g/t program.

In a post-SPRING interview with Case #7 (1992) she states her interests are "doing video, playing in the woods, running through ponds, animals, board games, reading Freddy Kreuger and Stephen King novels, chiller stories, and playing with her foster brother."

Reflecting on Project SPRING, Case #7 responds:

"I'm not as snotty and I like to share now. I've changed my attitude big time. I used to shout at teachers and now I don't do that anymore."

"Project SPRING helped me to learn how to take a book and do research and to use video cameras. I think I've learned the most in history and english and my teacher says,too."

On her grades Case #7 says:

"My grades are B's and C's. I work hard but I just don't take any time and I worry too much."

CASE #7 (con't)

Future aspirations for herself include:

> "I've wanted to be a vet since I was four. I think doctors and vets are the most important jobs in the whole world because they treat living creatures. I'd like to have pretty good size clinic. Living with Lori has taught me about what a vet's job is."

Case #7 was able to state many kinds of diseases and vaccinations for cats and dogs during the interview and explained it very well.

FAMILY DATA

Parent Information Form

Tries to put screws back and find out other things she can fix. With help she made a stool at camp, a hat rack at vacation bible school and made a few things at home. She collects rocks and shells, Berenstein bear books, and reads mysteries and books about animals. Case #7 also writes about her life and is very interested in sports: softball, sledding, and swimming.

In a post-SPRING interview with "Lori", Case #7's foster parent (1992) she expressed her concern for Case #7 to find work that she enjoy. Concerning Case #7's future she stated:

> "I love my job as a veterinarian. I hope Case #7 is honest, happy, and has work she enjoys because a lot of people never find what they enjoy doing."

Her attitude towards Project SPRING was positive. Case #7 is currently living with new foster parents. Her foster mother, the veterinarian recently died of cancer. This family consisted of a brother and sister, mother and father, 4 cats, 3 horses, a cow on five acres of land. Her family of origin consists of five siblings.

EVALUATION

Case #7 is an underachieving gifted girl. Her homelife with foster parents appears to be extremely unstable. The recent death of her foster mother and role model must have been devastating for her. Despite her unfortunate home situation, Case #7 appears to be a survivor, does what she's told to do, and completes her projects. These teacher pleasing skills serve her will in the district's gifted program.

CASE #8

MALE Cohort 1 Crawford County

Enrolled in SPRING 1/91 5th grade

Case #8 was selected for SPRING because of his strengths in language and math. He was seen as a good student who stayed near the top of his class, and who had the ability to stay with a project. He reads very well and is dramatic, but his language, mannerisms, and interests seem different from his peers.

CHILD DATA

STANDARDIZED TEST DATA

	V	C	M	Ex	C	C/A	Tot
ISTEP 3/90	84	98	96	66	85	89	93
ISTEP 3/93	37	95	88	84	49	87	79

CSI 3/90 110
CSI 3/93 121

WRITING SAMPLE

	Fl	Fx	Or	El	El	Tot
Pretest 1/91	2	2	2	1	1	8/15
Posttest 11/92	1	1	1	1	2	6

TORRANCE STREAMLINED

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 5/92	9	7	7	2	2	17
Posttest 11/92	7	3	11	10	3	32

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest 5/92 N/A
Posttest 11/92 N/A

CASE #8 (con't)

WRITING SAMPLE
1/91

I pushed 5 blue and 2 red buttons. I ran out of the house a rainbow, rain, clouds, and even a pot of gold was flickering through the air. I was no longer laughing I have done something to mess up the world. I ran back in to the house sparks were flying everywhere. I pushed the off button and ran back outside. The house blew up I fixed all my damage and walked safly home.

11/92

"The Day the Sun... Got Washed Away"

One day the sun was shining nice and gay,
then came the rain and washed it away.

FAMILY DATA

Case #8 lives with his parents and little sister in the home of his paternal grandparents. His grandmother is in charge of the family, as his mother is reported to be retarded.

The regular sixth grade classroom teacher pulled Case #8 out of the program because his grades dropped. He was kept out of SPRING/PACK for twelve weeks. This seems to have affected him to the point that he was no longer part of the group, and was never able to integrate himself into the group.

Evaluator interview with Case #8's sixth-grade teacher:

Case #1 and Tammy (other SPRING students) are doing real well. I'm having some problems with Case #8 and I've pulled him from the PACK (SPRING) program. Oh, he loves anything to do with acting and he's very creative. But his work this year has been very sloppy, very quick answers, anything to get it done fast. When it came to report card time, he had one or two Cs. Generally, I pull them from the PACK (SPRING) program until they're on the honor roll (all As and Bs). It was just carelessness and real fast work because he could be a really good student. His 5th grade teacher said toward the end of the year he got a little careless. Another teacher said that when he was in second grade, if he didn't get everything right he'd cry...If he gets his grades back this next 6 weeks he'll go right back in (PACK/SPRING).

CASE #8 (con't)

GRADES

Grades for 1992-1993

	Semester 1	Semester 2
English	B	B+
Reading	B	B+
Spelling	B	A
Social Studies	B	B+
Mathematics	B	B+
Elementary Science	B	B+
Health	B	A-
Citizenship	S	A

Attendance 1992-1993
Days present: 179
Days absent: 1

EVALUATION

Case #8 was recommended by his 4th grade teacher because of good grades and high achievement test scores. Originally not selected for the G/T program due to low intelligence test score (110) and eccentric behaviors and interests. Perceived as not benefitting by his 6th grade teacher because his grades in the early part of the year fell and his work was sloppy. The teacher believed that participation in the G/T program (including SPRING) should be a reward for doing good work (all A's and B's) in her regular classroom. As a result, Case #8 only participated in the SPRING pull-out program when his teacher felt that he had earned the privilege of attending.

CASE # 9

MALE Cohort 1 Crawford County

Case #9 was selected for Project SPRING because of his high intelligence. The parent information (below) showed he had scientific interests. Test scores were relatively low.

CASE #9 (con't)

The Gifted and Talented Coordinator reported the following:

> Following a conference with mother and step-father last year, the principal decided Case #9's lack of classroom success might be improved if he has some special incentive, ala P.A.C.K. (the regular gifted and talented program). All agree he has ability but does no class assignments. Some time later, teacher reported no improvement. Step father said he is not reading the book involved in a G/T literature unit. I took Case #9 aside with the classroom teacher ("you can't believe a thing he says") to discuss the novel - he said he had finished it- and then he proceeded to answer every question with details and comprehension. Needless to say, he stayed (in PACK). Home circumstances are confused.

CHILD DATA

STANDARDIZED TEST DATA

	V	C	M	Ex	C	C/A	Tot
ISTEP 3/90	59	81	62	75	35	79	68
ISTEP 3/93	50	44	13	41	30	63	38

OTIS-LENNON

	3/89	114
CSI	3/90	114
CSI	3/93	114

WRITING SAMPLE

	Fl	Fx	Or	El	El	Tot
Pretest 1/90	1	1	1	1	1	5 /15
Posttest 11/92	3	3	2	3	3	14 /15

TORRANCE STREAMLINED

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 1/91	11	0	8	6	2	30
Posttest 11/92	3	0	6	6	4	35

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest	2/91	82%ile
Posttest	11/92	1%ile

CASE #9 (con't)

WRITING SAMPLE
1/90

The house was filled with discktse, wiers, and other things. So then I started putting them together. It took about a month to put the thing togahther. But when it was done I push the on button and it was a live robot. So I took him home and he never tor up or nuthing

11/92

"The Day the Sun..."

The day the sun didn't come up. It was June 29, 1993 the day Rockadodle left town. He was ran out of town by a bunch of owls. The hated him because he brought up the sun in the morning, and chased away stormes. Owls hate the sun it hurtes their eyes. They told the town he was a fony. And the sun didn't come up and the storms came. Then a kid told the towns people they needed him. So they whent to go get him back and apoligised to him. The he crowed and saved the town.

PARENT INFORMATION

Loves collecting odd looking rocks, stones, pebbles and cinders. "I'm always taking rocks and such out of his pockets before I wash his clothes." Probably done this 8 years, at least. Likes reading about wildlife of all kinds and geology. Is interested in reptiles, of all kinds, and insects. Likes to watch wildlife shows. Likes learning about all kinds of wildlife. Also likes geology. (He walked at 9 months old.)

11/90

Case #9 seems to forget from one class to the next what he was working on. A pull-out group may not be the best place for him. by the time he gets going on a project, time is up. He has a lot of talking to do first; some fact, some fancy!

Case #9 has lived in different situations. His parents are divorced. He was removed from his home by the welfare. He lived with his mother and stepfather, then with his stepgrandmother, and now he is in a foster home.

Notes from Gifted and Talented Coordinator 9/92

...Case #9 is still in disregard with the administration, the teachers, for his behavior and attitude and the long story of his family situations - to tell

CASE #9 (con't)

you why he is what he is, and when you know it all, you can't blame him - but on the other hand they can't see fit to let him do something as exciting as we do, when his behavior in class is so bad. He pulled himself out of PACK last year. Both his teacher and I are hoping that PACK and SPRING will provide a motivation for him to want to become a part of it, but right now his attitude is too bad for anybody to even work with him.

Evaluator interview with Case #9's 4th grade teacher (9/92):

T ...over a two year period, only one child didn't benefit out of approximately six or seven. This particular child is still in the program but is on shaky footing because of lack of application and he's maybe even ended up suffering in the regular classroom as well. I've talked to his sixth grade teacher this year and she hasn't seen much improvement and will recommend that he's taken out of the program.

E Is it lack of effort or behavior?

T More effort, goes back to his family background. By the same token, others who have a similar background have benefitted from it and have done well. He was worth the effort.

GRADES

Grades for first and second semester 1992-1993

	Semester 1	Semester 2
Language Arts	B	C-
Reading	B-	B+
Writing	C+	C+/B-
Spelling	B	B
Social Studies	C+	C
Mathematics	B-	C+
Elementary Science	B+	C-
Health	C+	B+

Attendance for 1992-1993
Days present: 167
Days absent: 13

CASE #9 (con't)

EVALUATION

Case #9 never performed successfully in the program and did not perform well in school assignments. He always had a behavior problem. He was considered to have a "smart aleck" mouth, and is sometimes nasty. He was in and out of the group because of classroom behavior, which caused him to not feel a part of the group. This limited his opportunities to interact successfully with the other children. His chance to learn to function in the group was subverted by being kept out of the program as a punishment.

CASE #10

FEMALE Cohort 1 Paoli

Case #10 was selected for Project SPRING by her teacher (teacher nomination), peers, and parents. Her Parent Information Form related that she makes doll clothes, cookies, cakes, and is interested in drawing. She also writes letters, read books, and poetry. She was in a gifted program in second grade and scored well on the Pioneer Contest.

CHILD DATA

STANDARDIZED TEST DATA

	V	C	M	Ex	C	C/A	Tot
ISTEP 3/90	75	81	76	76	71	62	75
ISTEP 3/93	66	61	66	47	68	71	65

CSI 3/90 102
CSI 3/93 97

WRITING SAMPLE

	Fl	Fx	Or	El	El	Tot
Pretest 2/91	2	1	1	3	2	9/15
Posttest 11/92	2	3	3	3	2	13

CASE #10 (con't)

TORRANCE STREAMLINED

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 2/91	14	10	14	7	9	39
Posttest 11/92	25	11	13	12	9	39

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest 3/91 15%ile
Posttest 11/92 69%ile

WRITING SAMPLES
5/91

"The Flying Monkey"

Once apon atime the was a monkey that could fly he flew all day and he flew all night the reason that he flew is because he was looking for some bananas. Finally he found a forest at all the bananas and now he couldn't fly so he slept for days and years and finely, he wolk up and he was in the cage at the zoo. he started flying and finely he got out and flew away the never saw him again so he was safe in the banana forest.

11/92

"The Day the Sun..."

The day the sun cried was sad. It cried and cried because he missed his girlfriend the moon he never saw in year. So they met up one day and we had an exclips. So anytime we have an exclips the sun see's the moon.

The day the sun would not come out everybody was mad he wanted to stay with the moon. But she was getting hot so she told him that if he left her for a while he could come back once a year. So he left her alone she thought she seen him to much so she changed it 1 every 2 years.

FAMILY DATA

No permission given from parents to release family information.

CASE #10 (con't)

SCHOOL DATA

During fourth grade, Case #10's class studied a transitional science curriculum focusing on space. Fifth grade was the most intensive year for the Project SPRING curriculum. All fifth grades were involved in an extensive unit on water. Case #10 was a zoologist.

The sixth grade curriculum included studies of the land and various habitats. However, students report going into the field only one time, and not doing many activities within the classroom that was relevant to this curriculum.

Observation of Case #10's 5th grade classroom

Math class was observed for 45 minutes. The math lesson was on fractions. Individual students were called to the board and given a fraction problem to solve. The lesson in the textbook was reviewed, and then workbook pages were assigned. There appeared to little in the way of meaningful application of fractions. Classroom teacher interacted with students in a question - answer format. Follow up questions were primarily of a clarifying nature, e.g., "Now, let's see what you did". Classroom arrangement was traditionally structured in rows, so that students could not interact with one another. It appeared that little opportunity existed for individualized instruction or for small group interactions.

After class, teacher reported that Case #10 "wrote a suicide note" apparently reflecting some difficulties she was having, and that she was referred to a counselor.

GRADES

1992-93	1st Semester	2nd Semester
Reading	B-	B
English	B	C+
Spelling	B	C+
Mathematics	B	C-
Social Studies	C+	C+
Science	B-	B

Attendance for 1992 - 1993
Days Present: 167.5
Days Absent: 14.5

CASE #10 (con't)

EVALUATION

While teachers indicated her abilities, little evidence of follow through was apparent in the 3 years Case #10 has been involved in Project SPRING. She did not take an interest in many of the activities and very little discussion ever came from her in small or large group settings. However, recently she was identified for a g/t music project, and seemed thrilled to be a part of it. She had said she wanted to join the band, but her father wouldn't let her because it was too expensive. Case #10 was absent a lot and was more interested in socializing. Case #10 associates with an "older" group. She looks for acceptance, especially being accepted by older boys. She is very mature for her age. Her interest was just not in school.

CASE # 11

FEMALE Cohort 1 Paoli

Case #11 was chosen for project SPRING because she had originally been targeted for the G/T program. Her language scores were quite high (89%, 99%) and her CSI was 115. She was also nominated by her peers.

CHILD DATA

STANDARDIZED TEST DATA

	V	C	M	Ex	C	C/A	Tot
ISTEP 3/90	79	82	89	99	61	86	88
ISTEP 3/93	67	81	90	81	93	89	87

CSI 3/90 115
CSI 3/93 105

WRITING SAMPLE

	Fl	Fx	Or	El	El	Tot
Pretest 2/91	2	1	1	2	2	8 /15
Posttest 11/92	2	3	2	2	2	11

CASE #11 (con't)

TORRANCE STREAMLINED

	Verbal		Non-verbal			
	Fl	Or	Fl	Fx	Or	El
Pretest 2/91	6	1	11	4	7	24
Posttest 11/92	9	5	13	11	5	37

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

Pretest	2/91	12%ile
Posttest	11/92	9%ile

WRITING SAMPLE

2/91

"The Flying Monkey"

Once I saw a flying monkey it had a brown nose, blue eyes, pink polkadots with a orange body. It went flying across the pond it scared me at first. But then I knew it was Hilda She left a year ago and now she came back she had changed she used to be all brown. Know she was orange with polk-a-dots. She said she would be back tonight for she had to go buy some clothes. I asked her if I could go with her. She jump on. I did and we went to the mall. We bouth the whole mall. It was great! Hilda got more things than I. But it was great to have her back!

11/92

"The Day the Sun..."

The day the sun went black. One day I was playing softball with some friends about 8:00 pm when suddenly the sky went black. We decided to go see the scientist about it. They didn't know what happened so they was going to send a space shuttle up. Me and my friends snuck on. We heard them counting down. Suddenly a big boom went off and we were going to the clouds. When we got in space we could see the sun had left to see another sun. There they had little bitty suns. We talked to the suns and made an agreement he would come back if he could leave every night to see his children. After we made an agreement we went home. So that's why the sun isn't out at night.

CASE #11 (con't)

FAMILY DATA

Case #11, an only child, lives with her father and stepmother. Her father is employed in sales, and her stepmother works in a factory. Case #11 qualifies for free lunch.

Case #11 was identified for the g/t language arts program in the second grade but dropped out of the program, at her parent's request because of stress. She then moved away but returned the next year and was targeted for project SPRING. Her quietness makes it easy for her to be overlooked. Even in small groups she managed to get lost in the crowd. She is bright and tests fairly well. She will be going to the College for Gifted and Talented Youth this summer at Indiana University - a major step in her life to leave home and be willing to try something new.

School Data

During fourth grade Case #11's class studied a transitional science curriculum focusing on space. Fifth grade was the most intensive year for SPRING curriculum. All fifth grades were involved in an extensive unit on water. Case #11 was an ichthyologist. The sixth grade curriculum included studies on the land and habitats, however students report going into the field only one time, and doing few hands-on projects similar to the 5th grade water unit.

Observation of Case #11's 5th grade class

Story map to review key elements of story.

Students took turns reading Sounder out loud. Teacher asked questions beyond the level of knowledge and comprehension, and elicited responses having to do with symbolism and metaphor. Asking significance of an event. Students genuinely engaged in activity - thoughtfully answering questions. Teacher tried to connect the attitudes people had in the 30's and the attitudes of today toward the black population. Issues of fairness, equality raised and discussed.

CASE #11 (con't)

GRADES
1992-93

	1st Semester	2nd Semester
Reading	A-	A-
English	A-	A-
Spelling	A+	A
Mathematics	B	B+
Social Studies	A	A-
Science	B+	A-

Attendance for 1992 - 1993

Case #11 received a certificate for perfect attendance.

HONORS

Case #11 received the Presidential Academic Fitness Award. Students must have maintained an overall B+ average in grades 4, 5 and 6, and scored at least 80% in language, reading and math achievement to receive this honor.

In addition, Case #11 received an award for B-ball.

EVALUATION

Although Case #11 is an outstanding student, she was seen as not benefitting from the program because she was so quiet and had a difficult time focusing. She would not participate in group discussions or contribute to any group or project.

CASE #12

MALE Cohort 1 Brown County

CHILD DATA

Case #12 was selected to participate in SPRING for the following:

g/t teacher's observation
high CTBS: science
high ISTEP: reading comp

CASE #12 (con't)

STANDARDIZED TEST DATA

		V	C	M	EX	C	C&A	TBAT
ISTEP 3	3/90	80	98	43	68	21	60	71
CTBS 4	3/91	62	61	25	47	6	55	40
CTBS 5	3/92	35	51	16	8	1	23	13

CSI 3/90 109

WRITING SAMPLE

		Fl	Fx	Or	El	El	T
1990-91	Pretest 10/90	2	2	2	2	2	10
	Post 5/92	2	2	2	2	1	9

TORRANCE STREAMLINED

	Verbal		Non-verbal				
	Fl	Or	Fl	Fx	Or	El	T
1990-91 Pre 1/91	7	4	5	5	0	14	24
1992 Post 5/92	11	9	8	3	3	33	47

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

1990-91 Pre 5/91 89%ile
Post 4/92 99%ile

WRITING SAMPLE
1/90

"Olympics on the Moon"

Ther once was 2 people who went to the moon and they had a baby and after years and years ther was a hole bunch of people today is olmpic day said the king so you are going to have to make the olimpicks said the king agian and if you don't you will be killed every body here has a little bit of athletic in them the man is crazy said one man what about are babies said a woman if they don't make it they will be killed said the king so all the people got together and went on strike even the gaurds every body was against the king. except for him self and they killed him by throwing him off the moon

CASE #12 (con't)

TEACHER AND STUDENT OBSERVATIONS

Case #12's sixth grade teacher describes Case #12 as "having problems in recess and in the Spring program." Case #12, however, sees himself as someone who likes people and makes friends easily. He states in a post-SPRING interview (1992):

> "I like to play with friends, make friends. I am really good at making friends and in the past two years I get along with alot more people."

He attributes his change in personality to his third grade teacher who taught him how to make friends and be a friend. He attributes Project SPRING in "helping me to learn how to listen."

His aspirations for the future are to make a lot of money and explore his interest in history. He is looking forward to going to junior high and meeting new people.

FAMILY DATA

Case #12 lives with his mother and father and two sisters. He spends a lot of time with this family; in recreational activities, playing with sisters, and visiting friends. The occupations of either parent are not known.

In his spare time, Case #12 likes to also collect baseball cards (he has over 3000), catch frogs, and work on computers.

GRADES

	90-91		92-93	
	1st	2nd	1st	2nd
Reading	B-	B	C	C
Oral & Written	C	C-	C-	D+
Spelling	A	C	C+	C
Math	C	C	C+	B-
Science	C+	B+	C-	C

Attendance
1990-91
Absent: 6 days
1992-93
Absent: 8 days

CASE #12 (con't)

EVALUATION

Case #12 began Project SPRING in grade 4 but was removed due to his behavior. Case #12's academic strengths are reading, particularly comprehension and social studies. His self-image is positive although his teacher's perceive him as always getting into trouble, being out of control, and not able to adjust to a classroom structure. Overall, his academic record is weak.

Case #12 states (1991) that "it's hard to concentrate at school with people talking."

CASE #13

FEMALE Cohort 1 Brown County

Case #13 was selected for Project Spring due to her high CTBS scores (135), her high ISTEP scores with a CSI of 124, and her artistic and creative abilities.

Case #13 is very artistic and she makes jewelry and sculpture. She also writes and collects rocks. She loves to read and particularly likes joke books. She loves to sing and dance and is generally very creative. In third grade, she made up a driver's license and still carries it in her wallet. She is a good cook and can cook without following recipes. Her academic record is average.

Case #13 participated in Indiana University's College for Gifted and Talented Youth in 1991.

CHILD DATA

STANDARDIZED TEST DATA

		V	C	M	EX	C	C&A	T
ISTEP	3/90	98	85	50	91	38	83	86
ISTEP	3/93	79	99	99	99	93	89	99

CSI 3/90 124

WRITING SAMPLE (creativity)

		Fl	Fx	Or	El	El	T
1990-91	Pretest 1/91	1	1	1	1	1	5
	Posttest 11/92	2	2	3	3	3	13

CASE #13 (con't)

TORRANCE STREAMLINED

		Verbal		Non-verbal				
		Fl	Or	Fl	Fx	Or	El	T
Pretest	1/91	7	5	6	6	8	9	29
Posttest	11/92	17	9	11	11	8	79	109

PIERS-HARRIS CHILDREN'S SELF-CONCEPT

1990-91	Pretest 5/91	99%ile
	Posttest 11/92	99%ile

WRITING SAMPLE
1991

"Olympics on the Moon"

I'll tell you a story about the Olympics. Usually the summer Olympics have things like swimming running and so on but on mars boy is it differnt. To start with the medals are copper for 1st, wood for 2nd, and paper for 3rd. The events are jumping rope, long leap, gravity walk, and moon walk. Jumping rope is like here but you have to swing the rope 10 times before you land or your out. Long leap is to see who is the longest leaper it is sort of easy because your weightless. Gravity walk is to see who can stay in the air the longest while walking and last but not least, moon walk you have to walk on the moon surface the longest without floating up boy is it HARD! If I was ever in the Mars Olympics I would have to train until I floated up in bubbles! But I would probley still come in 2nd in jumping rope.

5/92

"The Day the Sun.."

The day the sun came to earth was 5-9-2401. Me and my family were in side watching the tubeular mecular frazeldot, when all of the sudden it went dark outside. We thought it was because of a cloud had gone over the sun we had solar power. We went outside and there wasn't a cloud in the sky. there wasn't a sun etheir. My parents had buried a lamp from 1992, so long ago, next to the house. As we were digging we hit the water line. We patched it up with rubber fliz oud witch in 1992 was bubble gum. Flizard our dog went aroudn the house and Klayales the cat did too. I went after them. Back behind the house was the sunlayering on a towel or what used to be a towel. I asked

CASE #13 (con't)

> the sun why he was in our yard. He said the moon scared him down. We helped the sun back into the sky and went and watched the tubeular mecular frazeldot.

TEACHER/STUDENT OBSERVATIONS

Case #13 likes school and wants to go to college. She states that "I would like to be a pediatrician nurse to help people."

FAMILY DATA

Case #13 lives with her mother and father and brother. Her parents are both college educated; her mother is a pediatric nurse and her father is a carpenter who makes furniture.

Her mother describes Case #13 as "nice with a cute smile who makes friends easily." Her aspirations for Case #13 are to:

> "I hope she is happy doing whatever you want to do. I hope she can explore lots of things and decide what she is good at. I want her to get a education that's necessary and enjoy what she is learning about. I hope she has a wide variety of opportunities."

GRADES

	90-91 1st	92-93 1st	90-91 2nd	92-93 2nd
Reading	A	A	A	B
Oral/Written	A-	A	A-	B
Spelling	A+	A	A+	A
History	A	B+	A	B
Math	A-	B+	A-	B
Science	B+	A-	A	B

ATTENDANCE

169.5 present 174.5
10.5 Absent 5.5

CASE #13 (con't)

EVALUATION

Despite Case #13's creative and artistic abilities, her g/t teacher does not think she benefitted from the Project Spring.

The teacher thinks her being in the Program did not matter much to the parents or to Case #13. Perhaps the lack of a visual and performing arts component in SPRING produced this attitude.

APPENDIX C

TELECOMMUNICATION CONSULTANT REPORT

TELECOMMUNICATION CONSULTANT REPORT

Consultant Report **Gary B. Moss**

This is the final report on the technical aspect of Project Spring.It includes: installations at the various schools; training of the personnel; and utilization of the technology. This process occurred over a two year period. All the schools involved had to have a telephone line installed in their computer rooms before anything else could happen. Each had different computer environments, so different software and cables had to be identified.The communications mechanism between the schools is called IDEAnet (Indiana Department of Education network). This is a free service to all the schools in Indiana. It contains databases on all information that is submitted to the State and also has a bulletin board capability. The bulletin board service was the vehicle chosen to link the schools in Project Spring together. It can create interest areas that have the ability to interact as individuals or as groups. Students can have ongoing discussions about common projects or they can send mail to other students. Information can be uploaded and downloaded on the system. The user names for individuals had to be entered by the coordinator in Bloomington before contact could be established.

Leavenworth Elementary

Contact - Steve Willis

Installed Super Modem #179880
Serial Cable DB25-DB25
Procomm Plus Communications Software

Comments: The Tandy computer has a DB9 serial port, so they needed a DB25-DB9 adapter. I don't know if Steve has been able to make contact with IDEAnet yet.

Marengo Elementary

Contact - Jim Schultz

Installed Smart One Modem #060810
Serial Cable DB25-DB25
Procomm Plus Communications Software

Comments: Had a problem getting modem to connect at 2400 baud. Finally had success at 1200 baud. Went through sign-on process with Jim and showed him the basic structure of IDEAnet.

Milltown Elementary

Contact - Paul Cricelius

Installed Smart One Modem #063193
Serial Cable DB25-DB25
Procomm Plus Communications Software

Comments: Had the same problem as at Leavenworth.Needed a DB25-DB9 adapter, but they had one in the building. Got them up and running at 2400 baud. IUB School of Education

Contact - Nancy Poling

IDEAnet training on moderator function

Comments: Nancy is going to be the moderator for the conference. Her duties will include: entering user names, creating topic headers, checking appropriateness of entries, interacting with coordinators and teachers, supplying requested information, and keeping the conference current. We began discussions on implementation of these various aspects of the task.

Throop Elementary - Paoli

Contact - Martha Nice

Installed Super Serial Card in Apple IIe
Connected computer to existing modem with their serial cable.
Used their software (Point to Point) to connect to IDEAnet.

Comments: Everything went well. There were 3 or 4 teachers watching, so after we got it running, we went through a mini-training session on the features and capabilities of IDEAnet. They seem to be very eager to get started.

Throop Elementary

Comments: The morning was spent getting acquainted with their environment and goals. They have Apple IIE computers spread around the classrooms and a cluster of about six in the GT room. One in the GT room is connected to a modem and one other unit in the building has a modem. All the rest are stand-alones. They are using Point-to-Point communications software. They want to upload and download files so I brought the documentation back with me so I can figure out the process using this particular package. I will communicate with Martha until they know how to do it. They have Appleworks as a word processing package and have decided to try to get all their staff trained on it. The concept being that teachers or students could create documents in their respective classrooms and then bring the file to a computer that has a modem to transfer it to IDEAnet or anything else. The word processor could either handle the work of the individual, or of a group, or could append the work of several small groups into one file.

The room mother that has been working on the ground water project was there and had a chart of the data being collected. I have sent a copy of it in this mailing. I am going to take a copy to DOE this week and talk to them about creating a template from it that could be used by everyone to enter data in this format. It appears that it could be some-thing of interest all over the State.

In the afternoon session I met with all the fourth grade teachers. We discussed IDEAnet and what the implications of using it might be. They all agreed that access to computers was a problem for their classes. Few of them use computers at all in their teaching, with the possible exception of some drill and practice programs. They seemed receptive to learning enough about word processing and IDEAnet that they could help their students use them. A goal was set to try to get the students to a point where they knew enough about IDEAnet that that they could get into it and use the chat feature.

I experienced a negative attitude from some of the teachers. It is going to be some time before they all "buy into" the need for computers in schools. They have a building addition planned for the current year that includes a computer classroom. This may be the catalyst necessary to get everyone involved.

I worked with each of the teachers getting them onto IDEAnet and going through the navigational features. Some of their accounts don't show them as having access to SPRING and very few can use the comment feature. We need to get together and make sure that everyone on the project is logged on and listed as an unrestricted user. As an example, Martha cannot make comments.

Patoka Elementary

Contact - Tom Doddridge

Installed
Super Modem #111623
Serial Cable DB25-DB25
DB25M-DB9F Serial Adapter
Procomm Plus Communications Software

Comments: It took a while to get the proper settings on the software. Once that was accomplished, I was able to spend the rest of the time in training. Sherry Parkhill, is like a computer coordinator, and I worked

with her for some period. She went through the login process and needs to be added to the SPRING conference. (sparkhil) Then I was able to work with Naomi Holzbog and Debby Buchanan. They both had to create new account names. They are nholzbog2 and dbuchana1. It appears that all the Crawford Co. teachers have been logged on, but none of them know their passwords, so we had to log them in again with a different account name. Both of these names will have to be added to the conference.

Once we cleared the login process, both teachers were able to get in and navigate the board. I feel with a little practice, all have enough knowledge to start using IDEAnet as a tool.

English Elementary

Contact - Tom Doddridge

Installed
Smart One Modem #179647
Serial Cable DB25-DB25
DB25F-DB9F Serial Adapter
Procomm Plus Communications Software

Comments: Had a problem getting modem to connect. After a process of elimination, I decided the modem was not functioning. I brought it back and tested it on my computer. It didn't work there either. I recommend the purchase of a replacement modem. It will be cheaper than getting the present one repaired. Susan Burkhardt, the librarian and computer person, worked with me and I feel is quite capable of finishing the installation if she has a functioning modem. Between Susan and Tom, I feel that adequate training of the remaining teachers can be accomplished. I think they will have the same problems with their account names as the Patoka teachers.
I gave Tom Doddridge an adapter to give to Paul Crecilius at Milltown. We owed them one from my last visit.

Leavenworth Elementary

Contact - Steve Willis

Installed DB25M-DB9F Serial Adapter

Comments: Got Steve up and running with IDEAnet.

He has an account name of swwillis, which will have to be added to the conference. Went through all the navigational stuff with him and with a little practice he will be able to use the board as a tool.

Nashville Elementary

Contact - Mary Lou Nay

Comments: Nashville Elementary has a very good room for using telecommunications. It is an Applelle installation with a GS hooked up to the modem. The students can do their individual or group work at twenty? stations. They can append work into larger sections if they choose. I worked with Tom Bauer on how to use Proterm software to accomplish all of this.

In the afternoon, we met with the GT sixth graders. We went through all the capabilities of IDEAnet and how to use Proterm. The rest of the time was spent logging each of the students on the system. They seemed to understand how things worked and would probably be capable of showing others.
Sidenote: After talking with Mike Huffman about all the problems the SPRING folks were having using the Comment function, we decided to delete the whole conference and start over. One major change was made in that the conference is now public. It eliminated all the restricted/unrestricted problems that we were having. One negative is that it is now open to everyone. If this is not acceptable, we will have to re-enter all the names. My suggestion is to try it for awhile as a public

conference. Let everyone get comfortable with the process. If we find it to be a problem, we can always change it back to private at a later date.

Throop Elementary, Paoli

Contact - Martha Nice

Comments: Martha indicated she was not sure how to use the file transfer capability of Point-to-Point. We are not using that application on campus, so I'm not that familiar with it. Most of my time was spent learning how to use the package. I got it to transfer a screen dump, but it would not complete the file transfer process. I have since discussed the problem with IDOE and they suggested some other approaches. I will contact Martha and schedule another time.

From the technical aspect, I would have to rate the project as achieving moderate success. There were enough problems encountered to "turn off" the casual user. To the technically inclined, these difficulties were seen as temporary hindrances to be solved. Some of the problems came from lack of standards in telephone signals around the State and others involved the learning curve necessary for anything new. The process of having students and teachers interact with others around the State, and the world for that matter, has proven to be a valuable learning tool. One that will be used much more in the future.

APPENDIX D

SPRING PRESENTATIONS AT CONFERENCES

PROJECT SPRING PRESENTATIONS AT STATE & NATIONAL CONFERENCES

CONFERENCE	DATE
Indiana Federation Council for Exceptional Children (IFCEC) - Indianapolis, Indiana	February 16, 1990
ACRES - Nashville, Tennessee	March 15, 1991
Indiana Association for the Gifted (IAG) Indianapolis, Indiana	April 20, 1990
Council for Exceptional Children (CEC) Toronto, Canada	April 26, 1990
National Association for Gifted Children (NAGC) Little Rock, Arkansas	November 17, 1990
CEC - Atlanta, Georgia	April 4, 1991
IAC - Indianapolis, Indiana	April 18, 1991
Indiana Department of Education GT Conference Indianapolis, Indiana	October 1, 1991
NAGC - Kansas City, Missouri	November 8, 1991
Ohio Associate for the Gifted - Columbus, Ohio	November 10, 1991
IFCEC - Indianapolis, Indiana	February 14, 1992
ACRES - Salt Lake City, Utah	March 20, 1992
CEC - Baltimore, Maryland	April 16, 1992
IAG - Indianapolis, Indiana	May 1, 1992
NAGC - Los Angeles, California	November 8, 1992
CEC Division on Cultural & Linguistic Diversity Minneapolis, Minnesota	November 13 & 14 1992
ACRES - Savannah, Georgia	March 10, 1993
CEC - San Antonio, Texas	April 8, 1993